REPORT RESUMES

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EDUCATIONAL ADMINISTRATOR TRAINING FOR THE MULTI-CULTURAL COMMUNITY. FINAL REPORT FOR THE NATIONAL INSTITUTE OF MENTAL HEALTH.

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A THREE-YEAR PILOT PROJECT (1964-1967) WAS CONDUCTED TO DEVELOP AN EFFECTIVE PROGRAM FOR THE TRAINING OF EDUCATIONAL ADMINISTRATORS WHO COULD SERVE AS AGENTS OF CONSTRUCTIVE EDUCATIONAL CHANGE IN COMMUNITIES WITH SIZEABLE PROPORTIONS OF SPANISH- AND INDIAN- AS WELL AS ANGLO-AMERICAN MEMBERS. SPECIAL ASPECTS OF THE PROGRAM INCLUDED--(1) CONTRIBUTIONS FROM THE BEHAVIORAL SCIENCES (WITH PARTICIPATION IN THE TRAINING PROGRAM BY FACULTY MEMBERS OF THE UNIVERSITY'S SOCIAL SCIENCE DEPARTMENTS), (2) GROUP TRAINING, (3) RESEARCH ORIENTATION, (4) SPECIAL TRAINING IN THE PROBLEMS OF A MULTI-CULTURAL ENVIRONMENT, (5) INTERNSHIP AND FIELD EXPERIENCES, (6) THE ROLE OF EDUCATION IN THE TOTAL PROCESS OF COMMUNITY DEVELOPMENT, AND (7) THE EDUCATIONAL ADMINISTRATOR AS AN AGENT OF SOCIAL, POLITICAL, AND ECONOMIC CHANGE. PARTICULAR STRENGTHS AND WEAKNESSES OF THE PROGRAM ARE OUTLINED, AND TECHNIQUES AND CRITERIA FOLLOWED IN THE SELECTION OF 17 TRAINEES FOR THE NIMH PROGRAM ARE DESCRIBED. AS A RESULT OF THE STUDY, THE PROGRAM IN EDUCATIONAL ADMINISTRATION TRAINING AT THE UNIVERSITY OF NEW MEXICO HAS BEEN REDESIGNED TO INCORPORATE POSITIVE FEATURES OF THE PILOT PROJECT. (JK)

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EDUCATIONAL ADMINISTRATOR TRAINING
FOR THE
MULTI-CULTURAL COMMUNITY

Final Report for the
National Institute of Mental Health
Training Grant No. 1T1 MH-08479

Submitted By

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OVERVIEW

I. Background

In the early 1960's, the faculty of the Department of Educational Administration at the University of New Mexico became increasingly concerned with the complex and serious educational problems confronting the State as a result of social changes occurring within New Mexico's diverse, multicultural society. It had become apparent that an exploration of innovative new programs in developing flexible, responsive, and creative educational leadership for the state was urgently needed to meet the emerging problems. In response to this need, the faculty developed an experimental administrator training program and received a grant from the National Institute of Mental Health, U. S. Public Health Service, in support of the project.

It was felt, from the beginning, that the University of New Mexico and the State, as a whole, provided an ideal natural laboratory for exploring the problems of education as related to a multicultural society--since New Mexico is distinctive in possessing significant populations belonging to the Indian-American, Spanish-American, and Anglo-American subcultures.

II. Objectives

The principal objective of the program was to prepare a cadre of highly-trained administrators who, through sensitivity and understanding, would develop and promote educational programs in the Southwest that would be conducive to optimum mental health in a complex, multicultural society.

An important subsidiary objective was to explore new methods in training educational administrators with the idea of revising the future curriculum in educational administration by incorporating those features of the pilot project which were most effective and promising.

III. Rationale

Basic to the rationale of the N.I.M.H. program was the idea that methods of social, cultural and political analysis, rather than the traditional prescriptive administrative formulas, would be necessary for the formulation and implementation of educational programs functional to a multicultural society.

In order to provide these necessary analytical tools and concepts, it was felt that the behavioral sciences (anthropology, economics, political science, psychology, and sociology) provided a fruitful approach to the types of socio-cultural analyses to be developed. Consequently, the behavioral sciences provided the core of the new training program.

While a high level of sensitivity to the problems of a multicultural society was fundamental to the program, it was felt that the ability to implement educational change was equally important. Considerable attention to the analysis and manipulation of power was, therefore, thought to be necessary.

It was also felt that, in order to take advantage of new developments in the behavioral sciences, potential administrators must be given a strong foundation in research methods and analysis.

Finally, a group training method was proposed in order to increase the sensitivity of the trainees through the process of group dynamics--a process conducive to the development of skill in analyzing and responding to group interaction and a process leading to greater self-awareness and self-knowledge.

IV. The Program

The N.I.M.H. pilot program was carefully planned to correspond to the objectives and rationale of the project outlined above. Most of the required courses were conducted as small group seminars in which group interaction was encouraged and close student-faculty relationships were fostered.

The required curricula included courses in psychology, sociology, anthropology, and political science, some of which were taught within the Department of Educational Administration and some of which were taught in departments outside of the College of Education.

An important part of the program was devoted to class work related to community analysis and the understanding of political and social power. Field work conducted in various multicultural communities in New Mexico attempted to relate theory to practice in the analysis of community power.

Special sensitivity training sessions were also required--training sessions devoted to self-exploration and the development of greater understanding and responsiveness to minority group values.

Courses were also given in statistics and research methodology, with primary emphasis on methods of interpretation and analysis of significant educational and other behavioral research.

Finally, the N.I.M.H. course sequence included an internship program in state and educational agencies. Each student was required to serve in a public agency or in a school system as an administrative trainee. As a part of this program, seminar sessions were held and written reports prepared in which organizational theory and power relationships were explored with respect to the particular agencies involved.

In all of the courses and programs outlined above, the relationship between classroom theory and practice in the field was stressed. The program also utilized a large number of resource persons, in addition to the faculty, at frequent intervals during the training period.

V. Impact of the Program

A. Impact on Trainees

The N.I.M.H. program appeared to have a significant impact on trainees participating in the program. Without exception, the trainees reported that they had developed a rationale of administration as a result of the program. Most trainees believed that they had developed methods of analysis that would be of value in developing and implementing desirable educational programs. Most trainees also felt that they had developed a greater capacity to perceive alternatives in decision-making.

In the sphere of interpersonal relations, greater self-knowledge and self-awareness was frequently mentioned. Sensitivity to and understanding of minority group values was also cited as a definite positive contribution of the program. Faculty judgments with respect to the impact of the program on trainees substantially corroborated these student observations.

B. Impact on University

The N.I.M.H. program has had a significant impact on the University of New Mexico in at least two dimensions. First, as a direct result of this experience, the Department of Educational Administration has redirected its program, both in terms of basic rationale and in terms of specific curricular content. A definite commitment to the analytical approach, incorporating material from the cognate behavioral sciences, has been adopted. Internship and field experiences have also been incorporated in the new program. The basic orientation with respect to multicultural, community, organizational, and research analyses has been a direct outgrowth of this pilot program.

Second, the N.I.M.H. program has led to a much greater contact between the Department of Educational Administration and other departments in the University of New Mexico. As a result of these contacts, a continuing dialogue has been maintained between faculty members of various departments--a dialogue which should stimulate thought and result in considerable benefits to the departments involved as the relationships between the behavioral sciences are explored.

C. Impact on State

While it is too early to evaluate fully the impact of the N.I.M.H. program on the state, a number of initial observations may be made.

The many personal contacts made as a direct result of the program have undoubtedly had an influence. These contacts at conferences, through the utilization of resource persons, and through the participation of faculty and trainees in field work and internships have served to acquaint a considerable number of educational, community, and state leaders with the objectives and philosophy of the program.

Perhaps even more significant are the projects and programs that have been initiated as a direct result of the N.I.M.H. program. For example, the South Barelas Project, under the O.E.O., was designed and operated by N.I.M.H. trainees. The New Mexico Service Center for Education, operating under Title III of the Elementary and Secondary Education Act, has also been an outgrowth of the N.I.M.H. program.

Finally, the State is beginning to feel the impact of the trainees who have completed their doctoral work and have taken positions. These trainees have been employed in a variety of situations, but, without exception, they have reflected the rationale and orientation of the program. One trainee currently directs the State H.E.L.P. program. Another directs the Eight State Project on Education for the Future. A third is Assistant Director of the Southwest Regional Educational Laboratory under Title IV. Yet others are employed in colleges in universities of the Southwest, helping to design programs in Educational Administration that will incorporate the philosophy and rationale of the N.I.M.H.

program. Finally, two members of the group have accepted administrative positions in the Southwest, one as a superintendent of schools, another as vice-president of a junior college.

The final impact of the N.I.M.H. program will ultimately depend on the commitment and ability of this cadre of trainees as they attempt to design and implement educational programs to meet the needs of the multicultural society in which they labor.

EXTENSIVE ANALYSIS

I. BACKGROUND

A. General

In the early 1960's the members of the Department of Educational Administration sensed a need to alter the existing administrator training program because of its inability to prepare adequately school leaders for the multicultural communities of New Mexico. It was apparent that during the next few decades much social change would occur in this state. It was also apparent that educational leaders were not regarding themselves as activists in this process of social change. A new training program was devised and supported by a Mental Health Training Grant 1T1 MH-8479 (National Institute of Mental Health), U.S. Public Health Service. The Department of Educational Administration of the College of Education, the University of New Mexico, undertook a novel pilot curriculum, and offered a set of experiences to a selected group of advanced administrative trainees. In contrast to the traditional curriculum, this program focused on sympathetic understanding of humans and intercultural problems through intensive training in the social sciences along with practical field experience, using the unified group-process approach. It was felt that this innovation would inculcate healthy social attitudes which should lead to educational problem-solving and changes accruing to the mental health needs of minority as well as majority sub-cultures.

The University of New Mexico initiated its new program of leadership training for educational administrators during the 1964-65 academic year. Ten Fellows were selected to participate in a program which departed from the institution's traditionally, fully accredited training plans by: (1) incorporating to a greater degree the concepts, methods, and findings of the behavioral sciences; (2) utilizing the unique and special cultural and professional resources available to the University; and (3) providing at the end of the training period, a pool of school service personnel who are able to effect educational and social change in diverse, multicultural communities.

Sociocultural change is occuring at an ever-increasing pace within the multicultural communities of New Mexico, creating conflicts and stresses for individuals, groups, and organizations. Personalities become disorganized and social systems become disrupted as change alters the traditional accommodations to life. The school administrator, therefore, must be made aware of existing cultural patterns among the groups represented in his school system, and equally as important in a changing cultural scene, of the implications his school programs have for aiding constructively the people and societies in transition.

Cultural interchange is a persistent fact in these multicultural communities and the forces which accompany these changes have produced stress and conflict between and within these various groups. It becomes increasingly apparent that the school administrator must be aware of not only the numerous cultural patterns, but also the social and cultural forces which relate to the process of cultural change.

School districts in New Mexico served as a natural laboratory for both training of men and testing concepts upon which the NIMH Program was based. School systems range in size from 200 to 70,000 in average daily attendance and serve multicultural populations. Population groups represented in these multicultural communities are Navajo, Pueblo, Spanish-American, Mexican-American, Anglo-urban, Anglo-rural, and other district populations who distinguish among themselves on racial, ethnic, or religious grounds. As noted in the original proposal, "Almost every significant characteristic that might affect the educational or administrative process is certainly found somewhere within this group of schools. Every type of district, from the small town to a very large county consolidation, is represented." This Department of the College of Education has for several years demonstrated an interest in problems related to multicultural conflicts and stresses, and this program has come as a natural outgrowth of its interest and activities.

The administrator training program philosophy is summed as follows:

> It will be the task of school administrators to try to change attitudes which will be more favorable to educational goals, while at the same time working toward an educational system that will not destroy existing value structures and not damage the mental health of the children of (these) tremendously varied cultures.

To achieve this dominant objective and other intimately related objectives, the staff of the Department of Educational and Administrative Services, with significant contributions from many other faculty members of the College of Education, have engaged in a concerted effort to train a school administrator who can meet the challenge of changing educational needs in multicultural settings.

B. The Community

The polycultural New Mexico setting for the training of administrative trainees may well have served as a social laboratory for the study and resolution of multicultural problems. Although headquartered in the College of Education of the University of New Mexico in Albuquerque, the actual training area embraced much of the state. Field work by the trainees took place at such diverse and separated areas as Ruidoso, Mountainair, Estancia, Bernalillo, Gallup, Los Lunas, and Santa Fe, as well as at many other locations.

Almost half the population in the vast area is Spanish-American. Most children from these homes are "bilingual", but lack adequate levels of proficiency in both languages. In turn, these Spanish-Americans divide roughly into two quite different groups--the people that have remained in the rural villages and farms and the immigrants into the urban areas. The rural communities, because of this out-migration, have become depleted of the vigor and talent in the population (Burma, 1962). The Spanish-American immigrating into urban areas finds himself unemployable because of lack of specialized saleable skills, settling in semi-slum areas and living in the typical conditions of the lower-lower class.

Another culturally different segment of the population is composed of the various Indian tribes, namely, Apache, Navajo, and Pueblo Indians. These people have spoken their present languages since long before Coronado arrived in New Mexico. Unlike the Spanish-speaking children who are "bilingual" since early childhood, these Indian students generally know only their native language when they enter school. They learn English as a second language. Both Spanish-Americans and the Indians are often impoverished; frequently their children have low educational achievement by Anglo standards and have irregular attendance records.

Many of the Anglos in the Southeast and Northwest parts of the state represent oil interests and advanced agriculture, while the scientific communities of Los Alamos and Alamogordo boast of populations having educational attainment averaging well above sixteen years. Ranchers, remnants of the cattle baron era, form a powerful minority. A heavy migration into New Mexico has occurred since World War II. These immigrants were attracted to New Mexico because of federally related industries, which required mostly technical and professional personnel. Thus, these people have formed a strong core of upper middle class which has little interrelation with the older segment of the population. Relatively small but important sub-groups in the state are Mormons, Negroes, and ex-Texas farmers.

About 30% of New Mexico's one million population lives within the city limits of Albuquerque, with all sub-cultures represented in substantial numbers. Albuquerque, the home of the University of New Mexico, divides its population between military, university, scientific, and laboring personnel. Parts of the city demonstrate high levels of economic and educational achievement, while other sections display pockets of severe economic and educational poverty.

Geographically, Albuquerque is located on a mile high plateau astride the Rio Grande River. To the east, tower the Manzano and Sandia Mountains. To the west and north rise the Taylor, Jemez, and Sangre de Cristo Mountains with their pockets of Spanish-American and Indian sub-cultures. Within a mile of the University of New Mexico and downtown Albuquerque, Interstate 40 (Highway 66) crosses and interchanges with Interstate 25 (the Pan American Highway).

Agriculture flourishes up and down the narrow Rio Grande Valley. In addition to agriculture, military and atomic-based industry, educational activities, tourism, and commercial distribution support the economy.

C. The University of New Mexico

The thirteen-thousand-student University of New Mexico has been active in training of educators from throughout the United States as well as those from Central and South America. Similarity of multicultural conditions between Latin American countries and New Mexico makes this university an ideal setting for advanced study of education involving Spanish-speaking persons. There were many opportunities during this administrator training program to make the trainees aware of problems of educational change in less developed countries.

Cooperating with the NIMH program, but involved to a lesser degree, were the regional laboratories of Southwest Cooperative Educational Laboratory, Inc., and the Educational Service Center, operating respectively under Titles IV and III of the Elementary and Secondary Education Act. Quite extended and intimate help came from the O.E.O. offices. At the same time, the university research and computer centers, the Peace Corps, and several bureaus and departments of the State of New Mexico assisted.

Endorsement of the NIMH program by the University of New Mexico and its College of Education, was generally enthusiastic. Actual and conceptual acceptance and support, as measured by requests for information and assistance from school boards, administrators, and colleges, has attested to the recognition of the problem the NIMH program attempted to alleviate. While covert resistance may have been harbored initially by some tradition-bound operatives who thought that the "new" approach posed a personal threat to them, resistance never did take active form.

D. Relevant Literature

1. Cross Cultural Studies

Many studies offer interesting and challenging concepts for the training of administrators in a multicultural setting.

a. Knowlton has written extensively about the problems of the Spanish-American subculture that comprises, roughly, 30% of New Mexico's population. In several publications (1961, 1967) he has traced the development of the land ownership difficulties stemming from the inefficient Spanish land-grant systems. He further describes the impact of land loss on the descendants of the grantees.

b. Schulman and Smith (1963) and Hanson and Beech (1963) investigated the folk medical system of the Spanish-speaking villagers of New Mexico's mountain valleys. Marked deviations from modern medical concepts, developed during centuries of isolation, were noted. The villagers especially believed that the well-fleshed body is a sign of heartiness. These beliefs created problems of prescribing for health across cultures.

c. The problems of migration of Spanish-Americans to urban from rural areas, with the exposure to cultural shock, was explored by Caplan and Ruble (1964). The authors noted the lack of essential communications skills and an Anglo set of values as seriously affecting Spanish-American school children.

d. In the Rimrock Studies, Kluckhohn and Strodtbeck (1961) measured the variations in value orientations between Anglo, Spanish-American, pueblo Indian, and nomadic Indian groups, all native to the Southwest, finding significant differences.

e. Ulibarri (1966) investigated a large sample of migrant and ex-migrant Spanish-Americans. He found among these people an overwhelming "fear of want", which resulted in negative social attitudes and disorganization.

f. A study of vocational training in Rio Arriba and Taos Counties looked into the unique social and economic conditions of northern New Mexico (Burma and Williams, 1960). In a 1963 study Burma and others isolated the discrete social structure of the Spanish-American subculture.

g. As early as 1940, Sanchez reported on the socio-economic dilemma of the poor Spanish-Americans of the high and sequestered New Mexico valleys.

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II. RATIONALE AND OBJECTIVES

A. Goals and Objectives

The goals and objectives of the NIMH project were oriented toward the unique and serious educational problems confronting the multicultural society.

A fundamental objective was to prepare a group of highly trained and highly sensitized individuals to serve as agents of constructive educational change in the multicultural environment of the Southwest.

A concomitant objective was to provide these individuals with the necessary sophistication in community, social, and political analysis which would enable them to implement change in multicultural settings.

It should be recognized that, as a pilot project, many of the secondary objectives of the program were frankly experimental. Among these objectives might be listed the following:

1. Incorporation of the cognate behavioral sciences--sociology, psychology, anthropology, political science--in the training of educational adminstrators.

2. Experimentation in the use of sensitivity training to create more self-awareness and to engender more understanding in relating to members of minority group cultures.

3. Experimentation in the use of group dynamics in the training of administrators.

4. Incorporation of more sophisticated research techniques in administration training, designed to enhance the trainees' ability to formulate, design, and interpret relevant research problems in education.

5. Incorporation of meaningful internship and field experiences in the training of educational administrators, including work in community development.

6. A final and most important objective should be mentioned. As a result of the NIMH program, it was hoped to redesign the entire program in educational administration at the University of New Mexic

incorporating the most successful aspects of the pilot project in the training of all future educational administrators.

B. Rationale

The rationale of the NIMH program was generated by a deep conviction that the utilization of a behavioral science orientation in training educational administrators was a most promising approach in attacking the problems peculiar to the multicultural society. The use of the behavioral sciences in training administrators is not peculiar to New Mexico, but is not widespread in education.

Educational psychology has long been a cognate field in the training of administrators. In fact, up to 1960 it was probably the most common minor field for school administrators holding doctoral degrees. Educational psychology has given these people adequate backgrounds in the interpretation of test results, statistics, the teaching-learning process, and the role of guidance in the schools. The University Council for Educational Administration's efforts toward increasing the amount of behavioral science content in administrator training programs, have helped the field move toward the concept of the school administrator as a leader in a social system. Organization theory has also become a part of the repertoire of the more experimental training programs. The NIMH pilot program has envisioned a broader behavioral science approach in the hope of developing concepts of changing behavior in culture and behavior in organizations. A premise held was that the administrator's behavior in multicultural schools was linked directly to the mental health of students, since the school plays a key role in acculturation. Research supporting this position is abundant, not only in education, but in many other kinds of organizations.

Since the administrator is instrumental in creating an organizational climate which affects mental health, it should become a concern for those training administrators to insure such a positive effect. This has been a consistent feature of the NIMH program.

One other feature of the program must be discussed as it bears on the foregoing point. One of the emphases of the program was the use of field work and internships as tests of concepts generated in the classroom. Field work and the internship were not viewed as ends in themselves. This was perhaps the main point of difference between this program and other field-oriented programs in which field experiences are almost entirely empirical, and at best clinical. The experiences in such programs are not designed to test previously generated theories and propositions. They are designed to allow the intern an opportunity to observe and practice the craft of administration under or near a master administrator.

The role of the administrator, as an organizer of a climate conducive to mental health, can be learned in experiences other than through classroom discussions. Much as the field work served the purpose of testing of theory, group sessions and exploration of personality and organization theory provided an opportunity for testing the role of the participant in an organization. An integral part of this kind of training is self-assessment. This program has endeavored to develop administrators who are not hostile or prejudiced.

In order to focus upon change in trainees, self-awareness and self-evaluation were emphasized. Hence, the rationale for special weekly sessions in which the trainees learned to evaluate their own behavior in a non-threatening situation.

It was assumed that an administrator who can engage in self-analysis and study his effect upon others, can be much more effective in handling his own hostilities, lack of ego strength, and anxiety. While admittedly many administrators function without such ability, it might well be that they could function more efficiently in a human sense with such ability, to say nothing of the advantages to their subordinates. The NIMH program has not been built exclusively around psychology, however, because the central interest was in the organizational leader as an agent of change, not as counselor or clinical psychologist, or as selection expert. It was hoped to sensitize the trainees to the point where they would defer at appropriate times to the trained psychologists and specialists. Hence, formal psychology course sequences were not organized because it was felt that the appropriate topics could be handled in organization theory seminars.

The process of sensitizing the self to others can better take place in special sessions than in classes where evaluation of each student is called for. These self-evaluation sessions served also as catharsis for ventilation of feelings, which again is a valuable learning for administrators who often have difficulty finding ways to ventilate before a price is demanded of their physical systems.

This program, therefore, departed from a traditional training program in several respects. First, it attempted to develop adequate theory and to provide field experiences in which to test this theory. Second, it was directed by a multidisciplinary team consisting of people who applied varying conceptual schemes to educational administration. Third, administration was seen as a social process by this team and not strictly as a function of a position in the classical organization sense. Fourth, relationships were established with many people who had not heretofore been concerned with administrator training, and this will perhaps lead to the development of new human resources upon which future training programs may freely draw. Fifth, the Department of Administration will be forced to think differently about adminstrator training after the pilot period is completed. Finally, in using the group process as a training vehicle, a truly new system was employed which is being gradually tried in many scholarly fields and professional schools. Already, there are visible benefits to this approach which can be seen in our own program as evidence begins to accumulate.

As the program progressed, it was felt that in order to make many of the recent findings in the behavioral sciences more accessible to the trainees, additional emphasis should be given to the design and interpretation of relevant research. In accordance with this belief, a greater emphasis was placed on research orientation.

In summary, it would appear that if administrators are to be successful change-agents in very complex multicultural social systems, they must learn to gauge their impact upon other human beings in the social systems wherein they interact. This requires self-evaluation, which may allow the administrator to gain something Barnard has called "organizational efficiency" or the maximum use of human resources called forth by his ability to relate positively to other persons, subordinates and superordinates, alike.

III. PROCEDURES

A. Training Activities

Adjustments in the regular curriculum framework of graduate offerings were made to meet the special needs of the new program. These adjustments included (1) assessment of existing courses and waiving some normal program requirements, (2) creating interdisciplinary offerings and (3) providing maximum interaction between NIMH fellows and faculty.

1. First Year Activities

The program staffing was completed by September, 1964, and the personnel included members of the Department of Educational and Administrative Services and members of other departments who devoted differing amounts of time to the program. Staffing changes included the addition of a cultural anthropologist and a social psychologist to the faculty.

Curricular adjustments were primarily directed toward a heavier concentration in behavioral sciences and research methods. The course work was devoted to intensive study of socio-cultural systems, research and field study methods, statistics, organization theory and behavior, perception, motivation, and personality change. The actual courses utilized a seminar approach whenever possible. This approach, when coupled with team teaching by members of the staff, allowed for maximum exchange of ideas between the trainees and staff members representing the fields of anthropology, psychology, sociology, and education.

An initial exposure to community analysis was accomplished through participant-observer field experiences in several rural communities in areas near Albuquerque. Following training in the reputational and critical incident techniques of community analysis, the trainees studied the community power structure, accumulated historical information, and obtained considerable insight into the educational, social, economic, and religious aspects of the various communities' social systems.

The nature of community organization in different cultural settings was examined theoretically and empirically so that the trainees could grasp the cultural matrix for a school, as well as for other organizations. Interaction patterns and power relationships in the communities were also examined.

It was hoped that as the trainees investigated the organizational concepts in actual communities, they would come to the realization that there is a web of interacting power relationships within communities. Therefore, efforts were made to trace power and influence patterns from small communities to state levels, so that trainees could determine whether there existed a state-wide power structure controlled by an elite.

It was found that on vital issues affecting the small rural communities members of the state-wide power structure usually have an interest which is being protected and which might not be apparent to community members. There were political and economic interests among the upper levels of the power structure which interacted with local problems. These relationships, while not of primary interest during the first year, had significance for the activities of the second year.

Consultants representing top educational and behavioral science leadership made substantial contributions to the program objectives by conferring with program staff, lecturing to the trainees, and by making recommendations for the program. A list of these consultants is included in the section on Resources.

The emotional-expressive needs of the trainees were aired in weekly "couch sessions," which were led by a clinically trained psychologist with experience in the field of group dynamics. These sessions not only provided the opportunity to discuss and resolve problems, but also fitted in with the emphasis on group approaches in learning, decision-making, and program development..

A list of courses, including a brief description of each, will be found in Appendix

2. Second Year Activities

In 1964-65, the program was designed to provide the trainees with a conceptual background for viewing the school as a social system.

The program the second year, 1965-66, was designed to broaden the trainee's understanding of power and influence patterns by giving them an opportunity to analyze the formal and informal networks in various state agencies. To this end, the trainees were assigned internships in several school districts and state offices. These internships gave the trainees experience in exercising limited administrative responsiblity, particularly in dealing with problems related to the curriculum.

During the first semester, the trainees examined the formal and informal power and influence networks which affected local interests from a state level. Certain agencies were selected for field work because they affect the local school district's power to educate children. Interactions between official agencies and non-official agencies were of particular interest since official state policy is influenced by other organizations which have their representatives in the capitol city and which make it their business to monitor state and local policy.

If the state agencies are more responsive to organized power groups, with representatives wielding great influence at the state level, then the clients of the state agencies become, in effect, secondary in importance, and the influence groups become primary in importance to the officials who administer the agencies and exercise policy-making power.

The trainees worked with the various agencies two days each week for a period of eight weeks. During this period, the trainees attended administrative conferences, meeting with executive and legislative leaders, who provided them with insights and understandings related to state administrative relationships.

In general and by prior agreement, the trainees had access to agency files and were able to question staff members, make notes, or reproduce records when this material seemed pertinent. Each trainee was also required to write a final report which was made available to the respective agency. All data and information collected was kept confidential.

In the course of their field experience, the trainees were able to observe, study and record the following:

1) Goals and purposes of the agency
2) Processes of policy performance and policy decisions
3) Implementation of existing and new policies
4) Laws and statutes regulating the performance of agency duties
5) Relationships which exist between the agency and other state agencies, particularly those agencies with important involvement in education as defined by law and/or custom
6) Principles of organization which seem to characterize the operation:

During Semester I a course in research was scheduled to coincide with the field work in order to provide additional field work and research training. This combination made provisions for six-hour blocks of time which were divided as follows: Four weeks at the University, analyzing case material presented by state officials in weekly seminars, followed by eight weeks of field work in the various agencies. The final four weeks of the semester were devoted to field work reports and dissertation planning.

A second six-hour block during the First Semester consisted of a business administration course, Public Finance, and an educational administration course, Public School Finance. Both courses were correlated, to a certain degree, and provided the trainees with an understanding of public school finance and its relationship to the factors in the more inclusive area of public finance and taxation.

In the Second Semester, the trainees were assigned to internships under several school principals and superintendents in the following school systems:

a) Albuquerque Public Schools
    1) Albuquerque High School
    2) Manzano High School
    3) Valley High School
    4) Del Norte High School
b) Gallup-McKinley County School District
    1) District Superintendent's Office
c) Santa Fe Public Schools
    1) Superintendent's Office
d) Sandia Corporation, Albuquerque, New Mexico
    1) Technical-Vocational Training Program

Although these internships were directed primarily at curriculum problems, they enabled the trainees to exercise responsibility in an administrative capacity while working with practical problems. Working within a school system gave the trainees an opportunity to observe the extent to which local administrators or school boards realize and react to the "external" influences which have an affect upon their decision making. In these terms, the internship can be envisioned as a continuation of all previous field work with an emphasis on the school-community-state work.

The internship also served as practical preparation for work in a multicultural setting since the trainees' assignment placed them in school systems containing various cultural groups. Hopefully, this internship also provided a broader type of experience in preparation for any position relating to social change.

For the Second Semester, the trainees were engaged in an eight-hour internship block with five hours for the internship and three hours for an advanced seminar in principles of curriculum development. An additional six hours were devoted to the secondary curriculum and a dissertation seminar. The trainees were allowed at least one elective; and among their choices were courses in personnel management, theory of complex organizations, college personnel work, socio-economic information and guidance, and school law.

The "couch sessions" again proved to be an important outlet for the emotional expressive needs of the trainees. During the first year of the program, these sessions were led by a clinically trained psychologist, who resigned his position with the University at the end of the 1964-65 academic year. Although the staff realized the significance of this aspect, there was some consideration of discontinuing this part of the program. However, the trainees expressed their desire for continuing these sessions because of their previously proven value. Fortunately, one of the members of the Department of Educational and Administrative Services, a psychologist, was well trained in this area and became a willing and effective replacement for the previous leader.

In addition to providing an outlet for emotional-expressive needs, the "couch sessions" enabled the trainees to become familiar with group guidance techniques, including role playing and sensitivity training and the principles of group dynamics. As a part of the session activity, each trainee was required to keep a personal diary. In these, there is some evidence of increase in self-perception and sensitivity to others. A list of second year courses with brief course descriptions will be found in Appendix IV.

3. Third Year Activities

The third year of the program, 1966-67, was devoted largely to the training of a new group of Fellows. Those individuals remaining in the program from the original group were employed completing doctoral dissertations.

It should be recognized that the breadth and depth of training possible in a single year is rather limited compared to the more extensive program given the original group. The objectives, approach and methods employed in the third year were, however, quite comparabl to those employed in the first two years. Most features of the original program were retained, although in a somewhat abbreviated form.

The behavioral science orientation, the effort to amalgamate theory and practice, the devotion to the concept of the change agent sensitized to the problems of multicultural societies, the utilization of team teaching and group process, and strong research preparation were all important and central characteristics of the third year of the program.

Semester I included course work in the comparative philosophy of education in which each student was encouraged to explore varying philosophical systems and the educational implications generated from these systems.

Seminars in community analysis and of educational sociology attempted to develop a greater sensitivity to the problems peculiar to multicultural societies and a greater sophistication in analyzing the power of relationships which largely control the community life of our towns and cities. Methods of studying and analyzing communities were emphasized in preparation for field work designed to bridge the gap between theory and practice.

The trainees in their field experiences were required to conduct a study of Los Lunas, New Mexico, a small multicultural community a few miles south of Albuquerque. During the course of the study, interviewing was conducted in Los Lunas, and an attempt was made to identify the power structure of the community through the use of methodologies introduced in the seminar sessions.

A course in Social Change offered by the Sociology Department was also included in the program in order to allow the trainees to explore the concept of change as a social phenomenon and the role of the change in modern society.

Also offered was an introductory course in research methodology which included the design and the completion of a research study. This study was done in conjunction with the Los Lunas Community Study.

Finally, the sensitivity training seminar or "couch session" was also retained from the original program. The orientation of this session departed, however, from the original plan. The third year sensitivity training was more cognitive in nature than the original model. It was directed towards an understanding of diverse cultures. The use of the "couch session" as a device for the ventilation of feelings was not totally abandoned, however.

Semester II included an internship program in various agencies in state government.

In conjunction with the internships, an advanced seminar in educational administration was held in which the trainees were able to explore their internship experiences and relate these experiences to organizational theory, systems analysis, and the complex set of interrelationships that provide the functional environment of state government. Additionally, dissertation topics and proposals were developed during the course of the seminar.

Further work was taken in the Sociology Department, where the trainees explored social change and contemporary sociological theory, a theory which supported and broadened the concepts already developed in previous courses.

A more advanced research course was offered exploring analysis of variance in considerable detail and adding an examination of non-parametric statistics as tools in educational research.

Finally, the "couch session" was also retained during the second semester.

4. Strengths and Weaknesses

In assessing the strengths and weaknesses of the NIMH Program at the University of New Mexico, an effort was made to secure the opinions of all of those most directly concerned with the program. Interviews were conducted with all faculty members most familiar with the purposes and operation of the program and with the Fellows themselves. Questionnaires were mailed to those former Fellows no longer at the University. Copies of the interview schedules and questionnaires have been placed in the appendix.

The assessment of strengths and weaknesses which follows is, in essence, a summary of those criticisms, positive and negative, which recurred with considerable frequency in response to the interviews and questionnaires mentioned above.

Strengths

The principal strengths of the program include the following:

1. Increased Sensitivity

Nearly all of those involved in the program felt strongly that the trainees had become much more sensitive to the problems inherent in multicultural societies and to the difficulties facing members of minority subcultures. This was cited again and again as an outstanding asset of the NIMH Program.

2. Development of Rationale

The development of a viable, consistent, and defensible rationale was felt by many to be an outstanding outcome of the program. Sensitivity to problems must be buttressed by knowledge and thought, and the behavioral science orientation to administration seemed to provide the needed rationale for analysis and action.

3. Development of Pragmatic Sophistication

A degree of sophistication is, of course, necessary for the implementation and effective administration of any change-oriented program. Such skills as the analysis of community power are directly related to the administrator's capacity to implement forward-looking and change-oriented programs. The analysis and utilization of power was central to the NIMH training program. Most trainees felt that, from the pragmatic point of view, this was one of the most valuable aspects of the program.

4. Utilization of Group Processes

The utilization of the group process in training educational administrators was one of the most innovative dimensions of the program. Without exception, those involved in the program felt that, on balance, this was a highly desirable approach to administrator training.

Among those features of the group training process that were most frequently praised were the following:

a. the development of greater self-awareness and understanding

b. the opportunity to observe the process of group dynamics

c. training in functioning within a structured group situation and in group manipulation

d. the acquisition of additional knowledge through the pooling of individual strengths and resources

e. the reinforcement provided by a group situation (release of tension, encouragement to remain in the doctoral program, etc.)

It should be added, however, that some criticisms related to group training were noted, such as the following:

a. Caution should be exercised in screening candidates for group training.

b. The development of group norms may tend to stifle individual initiative and achievement.

5. Fusion of Theory and Practice

The NIMH Program attempted to develop a judicious fusion of theory and practice. Field experiences were constantly related to the socially oriented rationale of the program. The majority of those involved in the program indicated that this was a highly successful enterprise.

6. Close Student - Instructor Relationships

The utilization of the small group approach made possible a much greater degree of interaction between students and professors than would otherwise have been possible. This close and intimate working relationship was universally mentioned as one of the most valuable assets of the program.

7. The Community Development Concept

During the course of the program the concept of the school as an integral and functional part of community life was developed. It is apparent that too often the school has attempted to maintain a relative isolation from other aspects of community life. In practical terms, the development and administration of the Barelas community project was a direct result of the NIMH Program. This project, in turn, stimulated further thinking in the direction of closer integration of education in community life and development throughout New Mexico.

8. Personal Contacts

The various field experiences and other activities of the NIMH Program resulted in a wide circle of contacts with individuals within and without public education in the Southwest. These personal contacts were instrumental in acquainting many influential people with the nature of the program and, at least to some degree, in spreading the philosophy of the program throughout a wide area.

While it is difficult, at this time, to assess the direct impact of the program, it is probably fair to indicate the NIMH program has already advanced, to some degree, the cause of inter-cultural relations and multi-cultural education in New Mexico.

Weaknesses

The weaknesses of the NIMH program were probably weaknesses inherent in any innovative and highly experimental endeavor. Among the weaknesses cited most frequently were the following:

1. Integration with Other Departments

While the program as a whole followed the inter-disciplinary approach, certain difficulties arose, particularly in the third year, with respect to inter-departmental cooperation and integration. Courses, on occasion, were not addressed to the needs of specialists in education, reducing the value of such courses and sometimes leading to conflict. The need for greater inter-departmental planning and cooperation is evident before involving other departments in the training of education specialists. Such planning is already under way at UNM.

2. Individual Choice

One of the dangers of group training is that it will not be responsive to individual needs. In the NIMH program this was, perhaps, best demonstrated by the relative inflexibility of the program with respect to curriculum. It was the general feeling of both groups of trainees that certain basic courses should be required and taken as a group, but that individual members of the trainee group should be allowed to pursue specialties in such areas as economics, political science, and sociology.

3. Publication and Publicity

The innovative nature of the NIMH program presented many opportunities for professional publication and publicity. Unfortunately, very little was done in this area. None of the trainees had articles published during the period covered by the NIMH program and comparatively little information about the program was disseminated, except by personal contact.

4. Individual Reading

The demands of time and the rather rigid curricular requirements seemed to prevent the trainees from engaging in wide and comprehensive individual reading. Most of the trainees expressed regret at not doing more outside reading in the professional literature. Perhaps individual reading is another casualty of the group training process.

5. Trainee Selection Process

While considerable time and thought was devoted to the selection of trainees, some criticism of the selection process was expressed by both students and instructors. For example, some instructors felt that there were a few trainees who were substantially beneath the general level of intellectual ability characteristic of the group and that these individuals tended to retard the development and to lower the standards and initiative of the other group members. Several trainees, on the other hand, indicated that there were a few group members who were unable to function smoothly and effectively in the group situation and who created unnecessary tension and friction. The development of more significant criteria for admission and a more careful screening process seem to be indicated.

6. Job Placement

Nearly all of the trainees felt that this was an outstanding weakness.

It was felt that the university, in particular, had not been aggressive enough in helping to place the trainees. Perhaps the failure to capitalize on the publicity possibilities of the program was directly related to this problem.

B. Trainees

1. Selection Committee

The Education Doctorate Committee, charged with the selection of ten Fellows, was expanded to include all eleven members of the Departmental NIMH Program Committee. The composition and qualifications of the expanded committee appear below in Table I.

TABLE I

Makeup of the NIMH

Trainee-Selection Committee

Name	Degree	Position	Field
Paul V. Petty	Ph.D.	Dept. Chairman	Ed.Ad. & Pol.Sc.
Patrick D. Lynch	Ph.D.	Assoc. Prof.	Ed. Psycho.
Frank Angel Jr.	Ph.D.	Professor	Ed. Soc.
Stanley W. Caplan	Ed.D.	Assoc. Prof.	Guidance
James G. Cooper	Ed.D.	Assoc. Prof.	Ed.Psych. & Research
Don B. Croft	M.A.	Research Asst.	Ed. Psych.
Charles R. Griffith	Ph.D.	Assoc. Prof.	Cult. Anthrop.
Edward Nolan	Ph.D.	Assoc. Prof.	Social Psych.
Lucien E. Roberts	M.A.	Research Asst.	Pol. Science
Devoy A. Ryan	Ed.D.	Professor	Ed.Ad. & Finance
Chester C. Travelstead	Ph.D.	Dean	Ed. Ad.

2. Selection Technique

Guidelines had been included in the original training project proposal for the selection of Fellows in this educational leadership program. Basically, the personal requirements in the proposal were stated as:

a) at least three years' teaching experience

b) preparation levels of at least the B.A. degree and,

c) representing of varied areas of the Southwest region.

In addition to these requirements, meeting the general criteria for advancement into the graduate program of the University of New Mexico Graduate School and the College of Education was also specified as prerequisite to candidacy. Very early in the selection process, it became apparent that, due to the large number of highly qualified persons requesting entrance into the program, the standards initially agreed upon would have to be elevated. In order to be considered a prospective trainee, all persons were first to demonstrate general eligibility for entrance into a doctoral program of the Graduate School, then to be interviewed by the College of Education Doctoral Committee, and finally to be screened by the NIMH Committee itself.

Interviews were to be structured to identify individuals in accordance with their verbal ability, personality characteristics, general philosophy of education, motivation, and reflection of dedication to the objectives of the program. Each member of the committee individually was to rate every candidate; no comparisons of ratings were to be made between members until all candidates had been interviewed. Finally, ten Fellows were to be selected. If one man would decline the appointment, the next alternate was to be invited to fill the vacancy.

3. Selection Criteria

The University of New Mexico Graduate School, through the College of Education, has established specific procedure for processing applicants for the Educational Doctorate program. This procedure consists of providing the Doctorate Committee with the following information:

a) A letter of request and intent

b) A file containing all graduate and undergraduate transcripts of work completed

c) Three letters of reference from persons knowledgeable of the applicant's professional qualifications

d) A sample of graduate or other formal writing

e) Scores on three specified tests (Miller Analogies Test, Graduate Record Examination, and SCAT) which are considered to have predictive value for doctoral work.

f) A personal conference with the Education Doctorate Committee

The departmental committee, with the concurrence of the Deans of the Graduate School and the College of Education, followed the above regular procedures and imposed additional and more stringent requirements which seemed to offer promise for the valid selection of candidates for this particular program. As a result of this decision, in addition to the three standard tests, the Edwards Preference Scale, the F-Scale, and Current Affairs Tescs were added, plus a requirement that each prospective candidate write an essay on an assigned topic.

Much weight was also attached to the factors of geographic distribution, ethnic representation, and experiential differentiation of the group of ten Fellows.

4. Solicitation of Applicants

After publicizing the award of the grant to the University of New Mexico and announcing the availability of fellowships, procedures were established for receiving and processing inquiries. In order to attract as many applicants as possible, press and publicity releases -- along with requests for recommendations -- were directed through professional journals and the public press, to educators and administrators. The invitation to apply was open to all educationally experienced men and women regardless of age, financial status, or ethnic background. Superintendents were requested to make nominations, and newspaper stories outlined the procedure for contacting the University of New Mexico for further information. A descriptive memorandum, with a cover letter detailing next steps for making formal application, was sent to each person making an inquiry. After reading the descriptive material, those persons who thought they might be qualified and who still had an interest in the program were asked to request official application forms.

5. Initial Applicants

That the program was professionally appealing and well publicized in its early stages was evidenced by the geographic, ethnic, experiential and educational distribution of the 62 inquiries and applications received. Several of these application forms, however, lacked certain details or accompanying documents and for these reasons were rendered useless in the selection process. In a few cases where the information submitted seemed promising, follow-up letters were sent in order to secure the missing materials.

While 44 inquiries were received from the State of New Mexico, the remaining 30 inquiries were spread over 8 states and 2 Pacific islands. Colorado registered 14 responses, and Texas represented another 7, with 1 each from North Dakota, Utah, Rhode Island, Wyoming, Oklahoma, and Illinois. Two requests were received from Guam, and from Yap in the Caroline Islands of the far Pacific.

Of those persons making inquiries, 28 were acting school administrators, 15 secondary level instructors, four elementary level instructors, four counselors, one welfare specialist, and five miscellaneous educational specialists. Several persons making inquiries did not specify their present employment.

Ethnically, the dispersion was not as great. Allowing for the fallibility of names as indicators, 61 Anglos (including one Negro), seven Spanish-Americans, and two native South Sea Islanders responded. (Five names were considered indeterminate and were not registered as indicators of ethnicity).

Educationally, of those who stated their qualifications, the three women and all male respondents (ranging from ages 23 to 55) except one, had earned Master's degrees, while the lone exception was a teacher with a B.A. degree. That all persons submitting their qualifications exhibited high levels of ability and motivation, was reflected by grade averages, test scores, and recommendations.

Almost universally, inquirers expressed sincere interest in obtaining Doctorates, with several citing the imperative of helping the underprivileged as their prime motivation. Many spoke of the desirability of the Doctorate to achieve their educative potential but of the impossibility of reaching that goal without financial aid. Most considered the opportunity as a stepping stone to further administrative positions at a higher level. Many responses indicated social concern for the welfare of all their fellow-humans, rather than purely selfish interests. Thus, they were interested not only in the Doctorate, but also in the problems engendering the very NIMH program itself. It is not known, of course, the proportion of inquiries reflecting genuinely deep social concern, but the final Fellows selected all exhibited an unvarying and abiding interest in social problems of the day, the area, and the multiculture.

6. Later Applicants

After six of the ten original selectees had received doctoral degrees or had accepted positions by June of 1966, vacancies created by their leaving were filled by new appointments. The latter six included one Sioux Indian from North Dakota, two Spanish-Americans and three Anglos from New Mexico. Experiential backgrounds were represented by one administrator, two secondary and three elementary teachers. All had documented records of administrative experience and/or training. In

October, when another initial selectee completed his dissertation, a final Fellow was appointed, an Anglo from Illinois who had been teaching in Colombia, South America, at a university. These seven trainees universally exhibited the same concern for social problems shown by the initial appointees. It is considered that the continued and deep interest in societal problems has in some degree reflected the care with which the NIMH selection committee screened all applicants for Fellowships.

7. Final Selection of Trainees

a) Sixteen of the 62 original applicants were ranked sufficiently high to be considered eligible for the interview.

b) A dossier of completed and considered application folders had been earlier distributed among individuals of the expanded Education Doctorate Committee for their study.

c) A composite ranking had determined the priority in which applicants were interviewed.

d) The top candidates from the applicants were interviewed so that ten could be selected and alternate list made available.

Comparisons by the NIMH Selection Committee were made and summarized and a report was made available. The over-all standing of the NIMH selectees was substantially above the average levels for other candidates on all points for which there were comparable data. The committee recognized that all candidates were of high caliber in all respects that were considered significant to the program. There was, nevertheless, considerable diversity of personality characteristics displayed by members of the group. For example, eight trainees rated quite high in dominance on the Edwards Personal Preference Inventory; two others, however, were almost at the opposite end on that scale. These differences and others were clearly recognized by the committee. Since the committee was unable to start with validly established descriptions of the traits required by this particular type of administrator, nor with preconceived empirical ideas, this diversity of personal traits was considered not only a strength but perhaps a necessity for a program of this type.

Preliminary selection data relative to the first ten and the subsequent seven NIMH Fellows are presented in Table II.

TABLE II

Background Information on NIMH Trainees
Finally Selected for the Administrator Training Program

Group I:

NIMH #	Name	Age*	Degree*	State of Residence*	Experience* Years	Experience* What
1	Thomas G. Bailey	33	M.A.	N.M.	6	Sec. Tch.
2	Ronald W. Coss	34	M.S.	Colo.	6	Guidance
3	Alex P. Mercure	34	M.A.	Colo.	6	Guidance
4	Robert J. Muncy	35	M.A.	N.M.	4	Sec. Tch.
5	Blase A. Padilla	45	M.A.	Colo.	13	Guidance
6	Ivy V. Payne	48	Ed.S.	N.M.	21	Univ.Regist.
7	Joseph A. Sarthory	33	M.A.	N.M.	4	Sec. Tch.
8	John Seaberg	38	M.A.	Colo.	13	Sec. Prin.
9	Amos E. Shasteen	34	M.Ed.	Texas	7	Girls' Sch. Prin.
10	Rodney G. Orr	46	M.A.	N.M.	3	Sec. Tch.

Group II:

NIMH #	Name	Age*	Degree*	State of Residence*	Experience* Years	Experience* What
11	John G. Wilsey	47	M.A.	N.M.	4	Ele. Tch.
12	William M. Hales, Jr.	35	B.A.	N.M.	13	Sec. Tch.
13	Rupert Trujillo	34	M.A.	N.M.	9	Ele./Sec. Tch.
14	Homer J. LeMar	33	M.A.	N.M.	8	Ele. Tch.
15	Ignacio Cordova	26	M.A.	N.M.	4	Ele. Tch.
16	Leonard Bearking	36	M.A.	N.D.	14	Supt. of Ed.
17	I. Mark Hanson	28	M.Ed.	Ill.	3	Coll. Tch.

*Upon entering program

8. Differences between Applicants

The dividing line that seemed to distinguish the final trainees selected, from those whose applications were denied, in many cases was very fine. However, in some cases lack of experience, youth or advanced age, unsatisfactory test scores and grades, incomplete information, inadequate letters of application, and unsatisfactory letters of recommendation led to non-acceptance. Interviews with, and personal knowledge of, applicants on the part of faculty members and associates eliminated or reinforced other applicants. Finally, when the 16 remaining potential candidates appeared before the College of Education Doctorate Committee and the NIMH Faculty Selection Committee, final interviews were held, and a final more subjective rating of successful and unsuccessful candidates took place. The selection of the secondary group in 1966 followed essentially the same pattern. The cumulative rating of the selectees reflected cumulative differentiation as appraised by the faculty selection committee.

In the main, it may be said that difference between accepted and rejected applicants appeared mainly between levels of apparent motivation, documented past performance, and observable personality of applicants.

Longitudinal studies suggested for the purpose of assessing the results of this program will, in time, provide evidence of the validity of the selection variables.

C. Resources

1. Participating Staff

In order to lay a solid theoretical and practical foundation for the program, many cross-disciplinary departmental meetings were held. With the approval of the deans of the Graduate School, the College of Arts and Sciences, and the College of Education, conferences were held with representatives of the Business Administration, Economics, Sociology, Psychology, Educational Foundations, Secondary Education, and Anthropology and other departments, as well as with the University of New Mexico administration.

The willingness of other faculty leaders to cooperate in making the administrator training program a successful one is exemplified by the actions of the Chairmen of the Department of Anthropology and the Department of Sociology. In each case, these Chairmen not only advised the NIMH committee but approved a plan whereby the ten NIMH Fellows would receive credit in the respective departments of Arts and Sciences in two seminars taught by the program's cultural anthropologist. This arrangement was approved by the Deans of the College of Arts and Sciences and the Graduate School. Furthermore, the Chairman of the Department of Sociology made it possible for the ten Fellows as a group to take an advanced seminar in sociology even though some of the normal enrollees could not be accommodated.

Further meetings enlarged the areas of cooperation. Decisions reached in conferences led in several cases to inter-college and inter-Departmental seminars involving only NIMH Fellows. Cross-disciplinary team and individual instruction included full semester seminars in the fields of sociology, anthropology, business administration, guidance, economics, secondary education, educational foundations, research, and others.

Cooperation of non-university agencies was enlisted. In particular, the New Mexico Division of Mental Health, a community-action oriented agency, has made significant contributions to the NIMH Program both in planning and providing practical experiences in community development. Other agencies have been of assistance to the Program in numerous ways. The use of the various agencies as vehicles for field work in community and organizational analyses has been one of the outstanding elements of the NIMH Training Project. Further information relative to cooperating agencies appears elsewhere in this report.

2. Training Staff

The training staff also represented a broad cross-section of skills and experiences as indicated in Table III which lists the professional qualifications of personnel taking part in the planning, administration, and instruction stages of the NIMH Program. Specialists in inter-American affairs, administrative law, social psychology, economics, and Public School finance, and cross-cultural education, are listed therein. The list of specialists is incomplete and is presented here only to illustrate the diversity of experience presented by the training staff. (See Table III)

TABLE III

Combined Participating Staff: Planning, Operating, & Training

Year						Contributions						% Time		
1964-65	1965-66	1966-67	Name & Degree	Position	Fields of Concentration	Committee	Planning	Director	Teaching	Doctoral Committee	Other	1964-65	1965-66	1966-67
X			Paul V. Petty, Ph.D.	Prof. & Dept. Chmn.	Ed. Adm. & Pol Sc	X	X		X	X	X		-	-
X	X		Patrick D. Lynch, Ph.D.	Assoc. Prof. & Dir.	Ed. Psych. & Ed Ad	X	X	X	X	X		100	100	-
X	X	X	Frank Angel, Jr., Ph.D.	Professor	Ed. Soc. & Ed Ad	X	X	X		X				25
X			Stanley W. Caplan, Ed.D.	Assoc. Prof.	Ed. Psych. & Guid				X		X		-	-
X	X	X	James G. Cooper, Ed.D.	Professor	Ed. Psych. & Res	X	X		X	X				50
X			Don B. Croft, M.A.	Res. Ass't.	Ed. Psych. & Stat				X				-	-
X	X	X	Charles R. Griffith, Ph.D.	Assoc. Prof.	Cult. Anthro.		X		X					10
X	X		Edward Nolan, Ph.D.	Assoc. Prof.	Soc Psych & Bus Ad		X		X		X			-
X	X		Lucien E. Roberts, M.A.	Res. Ass't.	Ed Ad & Poly Sci				X		X			-
X	X	X	Devoy A. Ryan, Ed.D.	Professor	Ed. Ad.	X	X		X	X				-
X	X	X	Chester C. Travelstead, Ph.D.	Dean	Ed. Ad.	X	X				X	-	-	-
X	X	X	Horacio Ulibarri, Ph.D.	Ass't. Prof.	Ed Soc & Ed Ad	X	X			X		10	10	50
	X	X	Paul Thirkeldsen, Ph.D.	Assoc. Prof.	Econ.		X		X	X		-		-
	X		Robert Berger, Ph.D.	Ass't. Prof.	Ed. Psych. & Stat				X		X	-		-
	X	X	Tom Wiley, Ed. D.	Assoc. Prof.	Poly Sci & Ed Ad		X			X	X	-		-
		X	Richard L. Holemon, Ed.D.	Ass't. Prof.	Ed Ad & Soc Psych	X	X		X	X	X	-	-	100
		X	Gordon Zick, Ph.D.	Ass't. Prof.	Ed Psych & Guid				X		X	-	-	20
		X	Wayne Moellenberg, Ed.D.	Ass't. Prof.	Ed Fdns & Stat		X				X	-	-	-
			Cross Disciplinary											
X		X	David Varley, Ph.D.	Prof. & Dept. Chmn.	Soc.		X		X					-
	X	X	Charles Woodhouse, Ph.D.	Professor	Soc.		X		X					-
	X	X	John Dyer, Ph.D.	Assoc. Prof.	Soc.		X		X					-
X	X		Nathaniel Wallman, Ph.D.	Dept. Chmn.	Econ.		X							-

In addition to personnel and facilities of the University of New Mexico, the services of many consultants and facilities from other institutions throughout the country were utilized. In general, each visit lasted for one or two days. Occasionally more than one visit was made by a consultant. Pertinent information relative to consultants who took part in the training program is shown in Table IV.

GUEST SPEAKERS & VISITORS PARTICIPATING

In The NIMH Administrator Training Program

Year			Person	Degree	Representing			Contribution	Subject & Remarks
1964-1965	1965-1966	1966-1967			Position	Institution	College or Dept.		
X		X	Peter Prouse	Ph.D.	Professor	U.N.M.	Sec. Ed.	Lecture	Model Bldg.
X	X	X	Tom Wiley	Ed.D.	Assoc. Prof.	U.N.M.	Ed. Ad.	Discussion	Power Structure in New Mexico
X			Florence Kluckhohn	Ph.D.	Assoc. Prof.	Harvard	Anthro.	Discussion	Value Orientation
X			John D. McNeil	Ph.D.	Professor	U of Calif.	Ed. Fdn.	Discussion	Supervision in Change
X			Joe Otero	M.D.	Sup't.	Taos, N.M.	Pub. Sch.	Discussion	Community Groups
X	X		Eugene Mariani	Ph.D.	Director	State N.M.	Men. Hea.	Discussion	Minority Mental Health
X			Tomas Atencio	M.A.	Consultant	Espanola	Men. Hea.	Discussion	O.E.O. in Rio Grande Valley
X	X		William M. Hales	Ph.D.	NIMH	Dallas	NIMH	Lecture & Discussion	The Psychology of Educational Administration
X			Harry Martin	Ph.D.	Expt. on Sch. Construction	Paraguay	A.I.D.	Lecture	Paraguan Culture
X			David Sanchez	M.A.	Sup't.	Bernalillo	Pub. Sch.	Discussion	Pub. Sch. Minority Problems
X			Joseph Kloeppel	M.A.	Principal	Bernalillo	High Sch.	Discussion	Power Exerted on Principals

Participating Guest Speakers & Visitors (continued)

Year			Person	Degree	Representing			Contribution	Subject & Remarks
1964-1965	1965-1966	1966-1967			Position	Institution	College or Dept.		
X			Desi Baca	M.A.	Principal	Albuquerque	El. Sch.	Discussion	Alb. Pub. Sch. in Depressed Areas
X			Andrew Halpin	Ph.D.	Professor	Wash. U.	Ed. Ad.	Lecture	Change in Ed. Ad. Pro.
X			Dwight Waldo	Ph.D.	Professor	U of Calif.	Coll. of Ed.	Lecture	New Directions in Ed. Ad.
X			Everett Dillman	- - -	City Mgr.	Albuquerque	Admin.	Discussion	The "F" Scale in Selection of Police
X			Luis Buenaveuta	M.A.	Counselor	Santa Domingo	Pub. Sch.	Lecture	Pueblo Needs
X			Elmore McKee	B.A.	Consultant	Washington	Peace Corps	Lecture	The People ACT
	X		George Glivas	Ph.D.	Case Wkr.	State N.M.	Men. Hea.	Discussion	Men. Hea. in Pueblos
	X		Albert K. Nohl	B.A.	Exec. Dir.	Tax-Payers	Admin.	Lecture	Tax Structures
	X		Inez Gill	B.A.	Member	State N.M.	Leg. Fin. Comm.	Discussion	Research in Public School Finance
	X		Harry Wugalter	M.A.	Chief	State N.M.	Pub. Sch. Fin.	Discussion	Pressures in Public School Finance
	X		Fred Moxey	- - -	Exec. Sec.	Oil & Gas As.	Admin.	Discussion	School Taxes
	X		Arthur Blumenfeld	Ph.D.	Director	U.N.M.	Bus. Res.	Discussion	Sp. Am. Financial Future

Participating Guest Speakers & Visitors (continued)

Year			Person	Degree	Representing			Contribution	Subject & Remarks
1964-1965	1965-1966	1966-1967			Position	Institution	College or Dept.		
		X	Anthony Hillerman	M.A.(?)	Ass't. Dir.	U.N.M.	Publication	Discussion	How To Insure Publication
		X	John Aragon	Ph.D.	Exec. Sec.	Sch. Boards	Admin.	Discussion	Community Power
		X	Hillis Cole	M.A.	Exec. Sec.	NMFT	Admin.	Lecture	Negotiations
	X	X	Clark Knowlton	Ph.D.	Chrmn.	T.W.U.	Soc.	Discussion	Interculture, Esp. Sp. Am.
	X		Henry Ellis	Ph.D.	Assoc. Prof.	U.N.M.	Psych.	Lecture	Reinforcement Theory
	X		Edward Heath	Ph.D.	Ass't. Prof.	U.N.M.	Phy. Ed.	Lecture	Semantic Differential
	X		Robert Howsam	Ph.D.	Chrmn.	U of Roch.	Ed. Ad.	Paper	Task Force Seminar for U.C.E.A.
	X		Keith Goldhammer	Ph.D.	Assoc. Dep.	U of Ore.	Ed.	Paper	
	X		Reginald Fitz	M.D.	Dean	U.N.M.	Med.	Paper	
	X		Simon Herman	Ph.D.	Lecturer	U.N.M.	Bus. Ad.	Paper	
	X		Robert Utter	Ph.D.	Psychologist	Albuquerque	Sandia Corp	Paper	
	X		Stanley Caplan	Ed.D.	Psychologist	Maryland	Lytton Ind.	Paper	
	X		George Young	Ed.D.	Sup't.	Gallup, N.M.	Pub. Sch.	Paper	
	X		Samuel Hopper	Ph.D.	Professor	U of Minn.	Ed.	Paper	
		X	Don Hegstrom	Ph.D.	Consultant	Booz, Allen & Hamilton	Admin.	Discussion	Multiculture & School Finance
		X	W. R. Stephens	Ph.D.	Assoc. Prof.	Ind. St. U	Ed. Ad.	Lecture & Discussion	History of Ed. Ad.

2

Participating Guest Speakers & Visitors (continued)

Year			Person	Degree	Representing			Contribution	Subject & Remarks
1964-65	1965-66	1966-67			Position	Institution	College or Dept.		
		X	Ralph Kimbrough	Ph.D.	Professor	U. of Fla.	Ed. Ad.	Lecture and Discussion	Poly Power & Ed.Ad.
		X	Bernard Baca	Ed.S.	Sup't	Los Lunas	Pub. Sch.	Discussion	Community Power
		X	B. Dean Bowles	Ph.D.	Ass't Prof.	U. of Wis.	Ed.	Telelecture & Discussion	Politics of Ed.
		X	Daniel Katz	Ph.D.	Professor	U. of Mich.	Bus. Org.	Telelecture & Discussion	Systems Analysis
		X	Hilda Taba	Ph.D.	Professor	U. of S.Fran.	Ed.	Telelecture & Discussion	Curriculum
		X	Andrew Halpin	Ph.D.	Professor	Claremont Gud. Sch.	Ed. Ad.	Discussion	Org. Climate
		X	Wayne Moellenberg	Ed.D.	Professor	U.N.M.	Ed. Fdn.	Discussion	Exper. Design
			The following persons participated in regional symposia or conferences on multicultural educational issues. Trainees attended these programs.						
		X	George Sanchez	Ph.D.	Chairman	U. of Texas	Soc.	Paper and Discussion	Sp. Am. Problems of New Mexico
		X	Ralph W. Tyler	Ph.D.	Director	Stanford	Center for Beh. Sc.	Paper	Purposes & Scope of Ed. (1980)
		X	John J. Goodlad	Ph.D.	Professor	U. of Calif.	Ed. Act.	Paper	Ed. Program to 1980
		X	B. Othaniel Smith	Ph.D.	Professor	U. of Ill.	Ed. Ad.	Paper	Conditions of Learning

Participating Guest Speakers & Visitors (continued)

Year			Person	Degree	Representing			Contribution	Subject & Remarks
1964-1965	1965-1966	1966-1967			Position	Institution	College or Dept.		
		X	A. Harry Passow	Ph.D.	Professor	Columbia U	Ed.	Paper	Early Childhood Ed.
		X	Gordon I. Swanson	Ph.D.	Professor	Minn. U	Ed.	Paper	Ed. for the World of Work
		X	Henry M. Brickell	Ph.D.	Ass. Dean	Ind. U	Ed.	Paper	Local Org. & Adm. of Ed.
		X	R. L. Johns	Ph.D.	Chrmn.	U of Fla.	Ed. Ad.	Paper	State Org. & Responsibility for Educational Finances

3. Outside Advisory Groups

An advisory committee of superintendents from five New Mexico areas also held meetings. Criteria for trainee selection and suggestions concerning the curriculum for the training program were offered. The committee also met in evaluation sessions later in the program.

During the 1964-1965 school year, an unusual opportunity presented itself when a well attended University Council on Educational Administration meeting was held at the University of New Mexico, addressed to the problem of the continuing education of school administrators. Suggestions offered at that time by national leaders in the field of administrator training, including some of the NIMH professors themselves, relative to the processes of change as well as to progressive curricula, were carefully weighed as they related to the NIMH program.

In subsequent conventions and conferences such as UCEA meetings in Ohio and Utah, and the "Designing Education For The Future" (Eight State Regional 1980 Project) conference in Salt Lake City attended by involved personnel, the program was discussed and suggestions advanced by various colleagues from other institutions.

D. Assessment

1. Objectives

The evaluation phase of the program has been designed to fulfill two objectives. The first objective has been to test instruments which may measure leadership ability and behavior changes as demonstrated by trainees during the course of the program. The second objective is to develop valid selection procedures for future trainees in educational administration.

Current research has identified some of the characteristics associated with leadership ability. These variables may be useful as predictors of future leadership performance. At present, certain of these variables are also useful as they provide insight into the leadership performance of the trainees in the program. Specifically, the variables for which data have been collected include:

a) Personality
b) Biographical Characteristics
c) Academic Performance
d) Attitudes
e) Scholastic Aptitude

Beyond these background characteristics, a second aspect of the evaluation phase of the program has involved the measurement of changes in attitude, ability, and performance of the trainees. In this respect, several procedures have been utilized including:

a) Rating Scales
b) Sociometric Peer-Evaluations
c) Self-Evaluations
d) Academic Performance

In the development of the program, it is obvious that these instruments, or measures, involve intermediate performance criteria and that ultimate judgments concerning the "true" leadership abilities of the trainees can only be determined when their work has been observed and evaluated in a school system or other job situation. At the same time, there is the obvious need to measure the effectiveness of performance at the intermediate level or during the on-going program.

The use of valid performance criteria in the course of the program has enabled careful comparisons between other variables and the actual trainee's performance. As a result of these comparisons, one may begin to develop predictors of successful or unsuccessful administrator performance at the present time for use in selection of future candidates.

With both long range and intermediate goals in mind, the following objective measurements procedures have been utilized:

a) EDWARDS PERSONAL PREFERENCE SCHEDULE -- measures 15 relatively independent, normal personality variables.

b) THE F-SCALE -- attempts to measure the potential anti-democratic personality. Adorno et al. (1950) also report that the F-Scale correlates .75 with an Ethnocentrism Scale and, therefore, appears to measure prejudice.

c) SOCIOMETRIC RATINGS -- measures the degree to which individuals are accepted in a group, relationships that exist among the individuals, and the structure of the group.

d) JUNG WORD ASSOCIATION TEST -- measures response time, verbal association, and perceptual defense.

e) SENTENCE COMPLETION TEST -- measures the degree of socially acceptable responses, frankness, and personal objectives for entering the program.

f) RATING SCALES -- measures the relative success of trainees' field work and internships.

g) ACADEMIC PERFORMANCE -- measurement of academic ability in terms of grade point average.

h) SCHOLASTIC APTITUDE -- measurement of aptitude with MILLER'S ANALOGIES TEST, GRADUATE RECORD EXAMINATION, and SCHOOL AND COLLEGE ABILITY TEST.

The Edwards Personal Preference Schedule (EPPS) has been administered on two occasions: September, 1964, and October, 1965. In both instances, the trainees were also asked to estimate their percentile scores on each of the 15 need scales as a proposed measurement of the degree of self-perception. A spearman Rho correlation of .75 indicates general agreement in the estimated percentile scores of the first EPPS administration with the second. In contrast, the correlation of estimated scores with actual scores for the first administration equals .28. However, the second administration yielded a correlation of .58 for the estimated and actual score comparison.

There also was a significant increase (.05) level in the group score on the variable designated as Autonomy from the first testing to the second. The manifest needs associated with Autonomy may be described as: to be able to do things that are unconventional, to be independent of others in making decisions, to feel free to do what one wants, to say what one thinks about things, to avoid situations where one is expected to conform, to do things with regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

While certain aspects of the variable Autonomy may not be desirable in the program, it does appear that an over-all increase in this variable might be attributed to the increased self-confidence of the trainees as they become more familiar with the program. It is important to note that the first administration of the EPPS occurred at the very beginning of the program while the second administration took place after more than a year of program operation.

The F-Scale was administered on two occasions: September, 1964, and April, 1965. The two administrations may again be used to measure changes in attitudes over a period of training. A comparison of the first and second testing suggested that some changes did occur with a slight over-all increase in scores.

Sociometric ratings were performed in September, 1964, December, 1964, and February, 1966. In such case, the trainees were asked to state with whom they would like to work, which persons they liked best, and who demonstrated the most potential. The rationale behind the administration of the sociometric ratings was based on the belief that the initial ratings at the onset of the program would be rather unstable. During a period of three months, the structure of the group and the relationships among the individuals should stabilize. The final administration, 14 months after the second, could serve as a check on the stability and the consistency of the group structure. This, in fact, did occur although only to a limited degree. This might be explained partially by the fact that one trainee had already left the program by the time of the third administration and this would affect the choices of those remaining.

The Jung Word Association Test was given in September of 1964. This test was scored in terms of response time and the use of antonyms, synonyms, and "other word" responses. The time score was taken as a measure of perceptual defense while the response types are measures of verbal association patterns.

The trainees were given the Sentence Completion Test during the same testing period in September, 1964. This test was scored for social desirability, frankness, and authenticity of personal objectives for entering the program. This was constructed by a member of the program staff and is unique to the training project. As a result, the scoring is rather subjective and the scores cannot be compared with scores from an appropriate norm group.

Rating scales were constructed to obtain objective measures of the trainees' performance during their field work (Semester I, 1965-66) and internships (Semester II, 1965-66). In both cases, the range of scores was rather restricted and it was difficult to differentiate between the trainees on the basis of their rating scale scores. The second rating scale was also used by each trainee for a self-evaluation and, again, their scores were all very similar.

The academic performance of the trainees and the scholastic aptitude measures (Miller's Analogies Test, Graduate Record Examination, and School and College Abilities Test) are given in Appendix B. These measures generally indicate that the trainees are above the level of the average doctoral candidate in The University of New Mexico College of Education.

2. Staff, Course and Procedure Evaluations

The trainees were also asked to take an active role in the evaluation phase of the program. Numerous evaluation meetings were held in which the faculty would outline certain plans and the trainees would be given the opportunity to react to the staff planning. Several of these sessions led to significant changes in the program.

Among the changes resulting from these evaluation meetings might be mentioned the following modifications incorporated in the training of the second group:

a) A greater effort to create a strong and consistent theoretical base leading to the development of a meaningful rationale.

b) A more task-oriented emphasis in group dynamics.

c) A greater emphasis on research knowledge and methodology.

d) Additional course credits for field experiences.

e) A more unified approach to the generation of dissertation topics.

f) More flexibility in exploring cognate fields of interest.

In addition, a rating scale was constructed in the form of a semantic differential and, with this device, the trainees were able to evaluate the staff, courses, and procedures of the program.

3. Final Evaluations

The final evaluation phase of the program was conducted in preparatio for this report. Interviews and questionaires were utilized to explore with trainees and faculty members alike the entire NIMH program of the University of New Mexico. The results of these evaluatio procedures are presented in other sections of this paper. The questio naires and interview schedules have been placed in the Appendix.

IV. DISCUSSION

A. Outputs: Personnel

1. Attainment

Prior to the finalizing of the NIMH Administrator Training Program on June 30, 1967, eight of the ten initial Fellows had completed their immediate university training activities. Besides one trainee, who, while working on a special assignment for the Denver Public Schools (and while in the process of completing his dissertation) had died suddenly in September, 1966, five had completed their doctorates in education. By May of 1967, two more trainees had earned their doctorates. The final two Fellows finished their dissertations and received their doctorates in July of 1967.

Because they only completed a first year of NIMH training, the second group of seven Fellows have had an opportunity to complete neither their doctoral dissertations nor their course work. However, all seven trainees have returned to the University of New Mexico during their second year. At the end of the 1967-68 school year, six of the seven men will have completed work for either the Doctorate of Education or the Doctor of Philosophy degrees, while the final candidate will attend the University of New Mexico for an extra year, earning his Ph.D. in Latin American affairs related to Education.

The types of positions accepted by the Fellows who have completed the program may be regarded as indicators of the effectiveness of the program and of the initial selection of trainees. At this time all living members of the initial group of Fellows are holding responsible positions.

The seven Fellows who have received their doctorates hold the following positions:

a) New Mexico Director of the 1980 project, "Design for Education" -- an eight-state regional project involving the New Mexico Department of Education.

b) Assistant Professor of Educational Administration at Eastern New Mexico University at Portales, New Mexico.

c) Assistant Professor in Educational Administration and Foundations at New York State University at Geneseo, New York.

d) Assistant Professor of Education at North Texas State University.

e) Vice President of Gainesville Junior College in Gainsville, Texas.

f) Superintendent of Schools, Logan, New Mexico.

g) Assistant Director, Southwest Cooperative Educational Laboratory, Title IV, 5-state Region, Albuquerque, New Mexico.

The two Fellows of the initial group who have not completed their degrees are holding the following positions:

a) Assistant Director of Research for the Public School Finance Committee of the New Mexico Department of Education.

b) Director of the Home Education Livelihood Program funded through the Office of Economic Opportunity, sponsored by the Council of Churches, and operating throughout the state of New Mexico.

2. Acceptance

Many other kinds of potential employment besides those in which the personnel accepted positions also became evident. The demand for graduates of this program and of the caliber of its personnel was reflected in the request for employment of NIMH personnel by O.E.O. and related programs by the New Mexico State Department of Education, by school districts needing superintendents, by superintendents needing principals for schools, from agencies needing researchers, from miscellaneous professional organizations, and from consulting firms relative to acting as industrial consultants for education.

Salaries proffered, while determined by the educational enterprise, appear well in line with other positions of like responsibilities. The high level of positions taken would indicate acceptance of the NIMH trainees by representatives of the profession to which the men relate.

TABLE V

Information Relative to Positions Attained by NIMH Trainees

GROUP I:

NIMH #	Name	Degree from NIMH Program	PRESENT			Remarks or Present Duti
			Institution	Where	Position	
1	Thomas G. Bailey	Ed.D.	N.M. Dept. of Ed.	Santa Fe	Director	1980 Projec
2	Ronald W. Coss	---	Pub. Sch. Finance Res.	Santa Fe	Ass't Dir.	Research
3	Alex P. Mercure	---	H.E.L.P.	Albuquerque	State Dir.	
4	Robert J. Muncy	Ed. D.	E.N.M.U. N.T.S.U.	Portales, N.M.	Ass't Prof., Ed.	E.N.M. Schoo Study Counci
5	Blase A. Padilla	---	Denver Pub. Sch.	Denver, Colo.	Commun. Rela. Spec.	Deceased 9/66
6	Ivy V. Payne	Ed. D.	N.M. Highlands Univ.	Las Vegas, N.M.	Ass't Prof. Ed.Ad.	Community Coordinator, etc.
7	Joseph A. Sarthory	Ph.D.	N.Y. State U. at Geneseo	Geneseo, N.Y.	Ass't Prof. Ed.Ad. & Fdns.	
8	John Seaberg	Ed. D.	Southwest Coop. Educ. Lab.	Albuquerque, N.M.	Ass't Dir.	Administrati
9	Amos E. Shasteen	Ed. D.	Gainesville Jr. Col.	Gainesville, Tex.	V.P.	Organizatio Administrati
10	Rodney G. Orr	Ed. D.	Logan Pub. Schools	Logan, N.M.	Sup't	

TABLE V (CONT'D)

Information Relative to Positions Attained by NIMH Trainees

GROUP II:		Degree from NIMH Program	PRESENT			Remarks or Present Du
NIMH #	Name		Institution	Where	Position	
11	John G. Wilsey	In Process	U.N.M.	Albuquerque, N.M.	Ed.D. Candidate	N.D.E.A. Fellow
12	William M. Hales, Jr.	In Process	U.N.M.	Albuquerque, N.M.	Ph.D. Candidate	N.D.E.A. Fellow
13	Rupert Trujillo	In Process	U.N.M.	Albuquerque, N.M.	Ed. D. Candidate	Research Ass't
14	Homer J. LeMar	In Process	U.N.M.	Albuquerque, N.M.	Ed. D. Candidate	Grad.Ass't
15	Ignacio Cordova	In Process	U.N.M.	Albuquerque, N.M.	Ed. D. Candidate	Research Ass't
16	Leonard Bearking	In Process	U.N.M.	Albuquerque, N.M.	Ed. D. Candidate	Law Fellow
17	I. Mark Hanson	In Process	U.N.M.	Albuquerque, N.M.	Ph.D. Candidate	Latin Amer. Affairs

B. Training Needs

Additional training needs which have become apparent as a result of this project include the following:

1. Greater Curricular Diversification

While a series of basic courses utilizing a behavioral and multicultural orientation to educational administration should be retained, individual students should be permitted to explore specialties in the cognate fields in greater depth. Additionally, the basic program should not depend so heavily on sociology alone, but incorporate other disciplines such as economics and political sciences.

2. Stimulation of Research and Publication

The ability to formulate problems, design research, and transmit knowledge is basic to any discipline. From the purely practical standpoint the dissemination of information about an innovative program is essential if the program is to receive widespread support and acceptance. This was a major omission in the pilot project.

3. The Accumulation of Knowledge

The trainees, under the pilot project, developed dissertation topics in a rather haphazard way. Future programs, while permitting diversification in dissertation problems, should provide closer coordination in the selection of research topics and thereby develop a cumulative body of knowledge.

4. Future Programs

Future programs should provide at least two years of comprehensive training in residence. With respect to time limitations, there is no question that those trainees who received two or three years of training under the program were able to develop a more comprehensive rationale than those with one year of training. The students who had two or three years of project training were able to explore a number of cognate fields related to administration, while those under the one year program were confined, primarily, to sociology.

The NIMH project model lends itself to a variety of training patterns. For example, training of teachers and administrators in a behavioral approach to educational problem-solving could be a useful facet of in-service training. In states and communities in which multicultural problems are common, the sensitivity training received in the pilot program might be usefully applied, and the use of group process could be extended to a variety of short-term administrator training situations.

The NIMH trainees were drawn from the three predominant cultural groups in the Southwest (Indian-American, Spanish-American, and Anglo-American). This selection of trainees from the predominant cultures of New Mexico proved to be a very useful and productive method of selection. In other areas of the country with different racial and ethnic minorities, their inclusion would probably contribute to any administrator training project whose purposes were similar to those of this project.

C. Effects of the Program

The main purpose of the program was to train personnel to use behavioral science-oriented administrative approaches to improve community mental health. The successful trainee was finally to be capable of helping the citizenry to understand problems confronting different social groups. This objective is, admittedly, directed, in part, at attitude change of the trainee. Because of this fact, in-depth interviews were conducted with most of the trainees after the project period had expired. The following report of the effect of the program is based heavily upon these interviews.

1. Personality Development Viewed by Trainees

While the opinions of Fellows were divided equally between perceptions of their personal attitudinal changes or samenesses resulting from the program, even those who professed no change (due to prior socialization) saw their position and beliefs as strengthened due to the focus of the program with its concentration on the social sciences. Trainees responded, "I now have . . . a rationale to go with my empathy", "I am more sensitive", and "(I have a) broader and deeper understanding." Those felt an attitudinal change in themselves pointed to social factors, such as "(I use) more of a functional-analytical approach", "(I am) more aware of intercultural differences and needs of education because of these differences", and, "I understand more fully different value systems."

Although split evenly on the subject of change in others, 12 thought their own approaches to problem solving had been modified. How much of this change would be common to all groups of similarly advanced students is not known; much trainee comment might have been listed under headings of "care" or "technique" rather than modification or alteration per se. Typical reactions included, "(I am) much more sophisticated", "I look at a problem as a part of a total setting or system", "(I give more) consideration to alternatives, effects, etc.", and "(I) observe the problem from the other culture's point of view." One wrote that in addition to seeing cultural differences, "I have become . . . more sensitive to causes."

At the same time, only four felt, on their own parts, changed attitudes towards the social approach to educational administration. Seven saw no change at all. They did, as a group, feel more awareness and alertness as "to the forces impinging on a situation". Most held that they were socially-empathetic prior to the NIMH program.

In order to be agents of change, individuals must be willing to take those risks attending innovation. Obviously, more value is often placed on holding a situation comfortably as it exists rather than introducing stresses toward progress that may appear as threats, no matter how viable they may be. Indeed, a balance must be maintained between maintaining and changing of situations.

How did the trainees feel they had changed relative to risk orientation? Eight of the thirteen respondents to this question felt they had seen no evidence on the part of the other Fellows relative to the extension of willingness to assume educational risks during the program, holding as one did that "the security-conscious will never change." Yet, when each assessed increments of his own willingness to innovate in education, with its high inherent probability of failure, eight respondents felt willing to accept greater risks than formerly. Some who did not feel more innovation-motivated asserted that they had been quite risk-oriented prior to the inception of the program. In only one case did a Fellow indicate a more negative reaction to acceptance of risk and of possible failure in the face of a strong opposition at the conclusion of his training period.

Typical responses were mirrored in such statements as, "It is more now in knowing how, rather than just willingness", and "the Ed.D. enables an individual to have much more mobility", while the negative respondent found himself becoming "more security conscious".

Unfaltering maintenance of personal goals throughout the program proved almost unanimous, with eleven answers in the affirmative. A widened horizon and "better projections for future alternatives" were noted although "sometimes it was difficult". The opposing answer related more to a difference in personal utility than societal goals. "I became more convinced I could contribute most through training school administrators", (rather than by becoming an administrator).

Response to questions about group orientation brought an almost even split in opinions. Five Fellows felt more group-oriented, while four felt unchanged, and three felt less group-oriented as a result of the program. Those who saw themselves as being more closely bound to the group felt that this belief emanated from constant interactions between members. This was not a unanimous response, however, for one ex-Fellow stated "I saw too much of some people", while another explained "I am, and have been, very group-oriented in discussions; I am quite a lone wolf in problem solving as before".

2. Personality Development: Viewed by Faculty

A pertinent statement by one of the directors of the NIMH administrative training program paralleled that of one of the Fellows. He maintained that the most important development he had witnessed was the coalescing of a rationale in all of the trainees. This effect contrasted with that observed in most graduates under the traditional system, according to this professor. At the same time, several professors saw the group members as becoming humanistic and more socially oriented at the conclusion of the program.

A fear was expressed that this type of training -- unless based on a very substantial ethical foundation -- could lead to danger as graduates become more intrenched in their professional organizations and more facile in the use of their positional power. Even though molding the forms for solid power bases, the trainees recognized the risks. However, professors saw them as more willing to face opposition and possible disappointment due to their increased experience and confidence, as well as the strength and defensibility of their basic tenets.

One faculty member felt that perhaps the men were encouraged to stand too inflexibly on principle, since life -- especially public life -- is based on compromise. Several objections were raised relative to the apartheid aspect of the training group, maintaining that group norms depressed some individual aspirational standards in the initial group. One director held that the closeness of that group caused more severe problems than it solved. This aspirational government of the group by group norms did not appear to hold validly in the secondary group of trainees.

With one exception, professors felt that as a result of the changes in personalities wrought by this program, greater contributions than otherwise possible would certainly be made in the future. The remaining faculty member felt the group was so small that it would not by itself cause any noticeable ripple. That improved mental health might result through increased awareness, consciousness, understanding, and sensitivity, was universally recognized, one man noting the possibility of affecting positively others who stood outside the program. As was expressed in one case, "(The NIMH program may affect the mental health of school children) by gearing education toward solving problems related to socio-cultural factors affecting the personality of the individual."

3. Faculty Personality Development: Viewed by Trainees

While a general softening of opposing positions of the faculty factions was expected by trainees, they noticed an apparent toughening of both positions of the intrenched and insurgent groups. Over the three year span of the program a turnover in faculty members -- and thus in faculty attitudes -- became more noticeable. As professors moved on to other universities, newer faculty members replaced them and brought with them a social philosophy consistent with the objectives of the program. Section VI. B., Plans for Training, and other sections on modification in this report, point out the degree of practical gain at the University of New Mexico on the part of the more theoretical and interdisciplinary approaches.

In the eyes of the trainees, other departments of the College of Education appeared to noticeably soften their opposition to educational administration although sub rosa conflict as to the program may still exist.

4. Faculty Personality Development: Viewed by Faculty

Social-orientation is a matter of degree, but all professors interviewed claimed some philosophical change. Three felt that they had redirected themselves toward greater social understanding as a result of the program. Most, however, claimed original and unchanged commitments to the idea of societally and culturally directed educational goals, especially in polycultural communities. In the words of one faculty member, "It helped me to see the key role that social science CAN have in the preparation of able, inciteful administrators." Another said that his attitudes were more friendly toward greater social knowledge. Still a third held for the basic concepts of the program, but felt that what he saw as poor planning and administration might have decreased its effectiveness.

5. Effects on the Community

Little of the statewide geographic area has been affected by the

NIMH program up to this date. While trainees have worked in various communities, the quests were more directed towards acquisition of knowledge than influence. Exceptions to this rule took place in the internship situations, where establishment and maintenance of good relations between the various non-university agencies, and the Department of Educational Administration became an important program goal. In all cases, officials of cooperating state, school, and private agencies reported favorably on both personality and performance records of interns, even to the point of requesting future trainees as they became available.

That the educational community was affected by the project was shown by the initial response to the program. Since then, both the University of New Mexico and New Mexico State University have adopted intern programs. Other institutions have evidenced deep interest in this and other aspects of the program.

Several anti-poverty projects owe their existence either to the NIMH activities or its trainees. For example, the model South Barelas Project, founded under the United States Office of Economic Opportunity, was designed and operated largely by NIMH trainees. (see Appendix) The New Mexico Service Center for Education, operating under Title III of the United States Elementary and Secondary Education Act, has itself been an apparent outgrowth of this NIMH program itself. Regional conferences have been held on the subject of the educational power scene and power structure, the educational problems of minority groups, and the overall of education as affected by -- and affecting -- intercultural relations. State educators, in many cases, are now peeping beyond -- and escaping the confines and perspective of their own mono-culture as they are entering into the multi-culture. It is hoped that this more empathetic approach becomes habitual in administrative circles to the benefit of presently tense children and staffs in multi-cultural school districts.

D. Generalizability of Model

Instead of providing specific rules for dealing with specific situations, this administrator training model attempts to provide broad methods of analysis which are applicable to many situations. Therefore, it should be highly generalizable.

An aspect of the model which could be applied generally would be the use of the group process in training administrators. Not only could this be profitably applied in training educational administrators, but it could be applied generally in administrator training in a variety of fields, both public and private.

The utilization of internships and field experiences which attempt to wed theory to practice would be another highly generalizable aspect of the model.

The one aspect of the model which might be least generalizable would, perhaps, be the multi-cultural dimension of the NIMH program. While general training in the problems of multi-cultural societies might be of value in any administrator training program, those problems vary widely from community to community and from state to state. This segment of the NIMH program was oriented towards the particular multicultural setting of the Southwest. Other parts of the country might require other approaches and training methods in dealing with this problem.

With respect to resources, two points might be made. The financial support provided by the NIMH was a significant factor in the development and success of the Pilot project. Small group training is expensive. Without substantial financial resources many aspects of the pilot program would have been unfeasible. Additionally, the full-time commitment of the trainees, made possible by their stipend, was a key factor in the success of the program.

E. Utility of Training

1. Manpower Utilization

An index of efficiency of manpower utilization is the ratio of the quality and number of positions actually offered and accepted by individuals, to positions theoretically available to them. Out of a sample of 17 trainees, only 10 have had as yet an opportunity to exploit (much less a chance to maximize) either abilities or potentials generated by the NIMH Administrative Training Program. Therefore, long term contributions to education, by the Fellows as a group cannot be accurately determined at this time. However, information concerning the positions attained by the Fellows with their performance records may indicate the direction and degree of resonsibility of possible future positions which they may attain. The employment record of these men has been discussed in previous sections relating to placement information. To repeat, as a group their employment has been at a very high level, well dispersed, adequately salaried, and highly responsible. Excellent performances have been recognized and reported by their supervisors.

2. Questions and Issues Raised

Possible gray areas of agreement or controversy relative to maximization of specialized training and potential talents in the field of education, resulting from the NIMH Administrative Training Program, may have originated from individual differences of orientation, both on the part of faculty and of trainees. These variances historically led to some measure of disagreement between those interested and involved persons holding conflicting social and educational philosophies, as well as varied training and experiential background.

a) The Practice vs. Theory debate has been waged. Because of the mental health orientation of the program objectives, there was a heavy emphasis placed upon the behavioral science theories. Some staff members argued for a more practical, and frequently prescriptive, approach. This issue was resolved during the third year when courses were again modified to include application of concepts, by way of field work, in "theoretical" courses.

b) Interdisciplinary planning, credit transfer, and trainee attitudes toward other disciplines have been controversial in this innovation, despite university-wide interest in the project. It is understood that other colleges and departments in this university have followed the experiment closely and that some are now debating the extension of the idea to other scholarly fields. However, if found valid, should the extension be inter- or intra- departmental? Should students or instructors cross the boundaries of this discipline?

c. Who should be trained in a program like the NIMH administrative training program? Should all trainees be doctoral candidates? If so, should effort be directed towards training operatives or college teachers? Further, should contracted goals permit substitution late in a program ostensibly designed to teach administrators, such as happened when NIMH Fellows chose college teaching careers although already committed to superintendencies?

d. What should be methods and criteria for selection of trainees? How many trainees should be admitted to the program at a time, and how often should groups be brought into the program? What are valid criteria for selection, and how objective should the assessment be? How much financial assistance, if any, should each trainee receive? Who should be dropped from programs and when?

e. Group training, as it was set up, carried the implication of groupness versus individuality in administrator training programs. How group-centered should the training be, how individual-centered? How much latitude should be allowed each individual? How much training should be spent on small group control? How much trainee participation should take place relative to program planning and alteration? Is interaction between trainees and rapport with professors valuable enough to make small groups worthwhile?

f. Team teaching has also been questioned. Is team teaching really more valuable than traditional one-instructor classrooms? What are the budgetary considerations in this arrangement? How compatible should a team of instructors be -- should they present like or opposing viewpoints? How much planning should go into a session or a course?

Every question mentioned here -- and many not mentioned at this time -- has been asked many times and answered as often. Other sections of this report have discussed most of the questions and issues raised here. It is considered that these discussions can prove invaluable for changes and innovation in administrative training programs and curricula, as well as for firming up the program itself.

V. FUTURE PLANS

A. Plans for Training

While the final development of a new program in educational administration at U.N.M. has not been completed, it is safe to make certain generalizations concerning the scope and direction that the future program will follow. The future program will almost certainly include:

1. A Commitment to the Behavioral Approach in Training Administrators. Course content is being revised to include relevant contributions from economics, psychology, sociology, anthropology, and political science. An effort will be made to provide students with a basic rationale which will take advantage of important insights provided by the behavioral sciences.

2. Group Training will be utilized. The exact form that this training will take has not yet been determined, but, within budgetary limitations, the group process in training administrators will be incorporated in the new program. It is probable that the first year of advanced graduate study will be devoted to group training in certain basic courses and seminars, leaving the second year open for individual specialization.

3. Research will be emphasized. The future program will also provide a strong research orientation, including the use of computer techniques and programs newly available to researchers in the behavioral sciences.

4. Multi-Cultural Education. Training in the problems inherent in a multi-cultural environment will be included as an important and

integral part of the future program.

5. Internship and Field Experiences. Even more attention will be given to developing internships and field experiences that will combine theoretical and analytical principles with first-hand observation and practice. These experiences will not be limited to the field of education but will include broad community studies of state and local agencies as they relate to the power structures of New Mexico.

6. Community Development. The relationship of the school to the community and the possible role of education in the total process of community development, particularly in economically deprived areas, will be included as a basic feature of the new program.

7. Commitment to Change. Throughout the new program, it will be emphasized that the role of the educational administrator is, at least in part, that of an agent of social, political, and economic change. The screening process for selecting students for advanced study in educational administration will include an evaluation of the prospective trainees' flexibility and open-mindedness with respect to the new and challenging problems confronting American education.

From the above outline of general directions, it can easily be seen that the developing program for the training of educational administrators at U.N.M. has borrowed heavily from the NIMH pilot program. In fact, the curriculum, screening policies, and rationale of the new program in educational administration will be a direct outgrowth of the NIMH program -- hopefully, retaining what has been demonstrated as useful, desirable, and viable and discarding those features that were found to be impractical or undesirable. The NIMH pilot program, then, is likely to have a direct and important influence on education in New Mexico and the Southwest for many years to come.

APPENDIX I

N. I. M. H.

Follow-Up Questionnaire

Initial Fellow ☐

Secondary Fellow ☐

Dear Fellow:

Please answer briefly but fully each question below. Avoid "yes" or "no" responses if possible, and explain and illustrate where you can.

Thank you.

I GENERAL

A. Do you now feel you have a different attitude toward the problems of the sectors of the multiculture than you had at the beginning of your N.I.M.H. training?

B. Do you feel your approach to problem solving in a polycultural setting has altered since you entered the N.I.M.H. Program?

C. Have your attitudes relative to the social approach to educational administration changed since your induction into the N.I.M.H. program?

D. Do you feel that problems facing the educational administrator in a multicultural setting may be solved more satisfactorily through training administrators in line with the basic philosophy of the program?

E. Do you feel that the group of Fellows individually and as a whole is more risk-oriented than at the beginning of the program?

F. Do you feel that as a result of the N.I.M.H. program you may make a greater contribution to education-beyond the limits of a standard curriculum in educational administration?

II PERSONAL

A. Would you have attempted to earn a doctorate without a Fellowship grant such as the N.I.M.H. program afforded?

B. Do you feel the benefits of the N.I.M.H. training were worth the cost in earnings foregone?

C. Would you have preferred to have taken a more active part in planning activities related to the program?

D. Are you now satisfied that the N.I.M.H. training program benefited you and the field of education?

E. Do you feel the N.I.M.H. program prepared you adequately for your present or contemplated professional position?

F. Do you feel your training in the N.I.M.H. program can be maximized in your performance of professional educational duties?

G. Do you feel the selection of candidates as demonstrated by outputs, was sound?

H. Do you now feel more willing to assume an educational risk in order to initiate or support a worthwhile innovation in the face of strong opposition than you were before you joined the N.I.M.H. program?

I. If you were to enter a program like this again, what would you do that you failed to do before in order to realize the greatest benefits from your N.I.M.H. experiences?

J. Do you feel the N.I.M.H. Fellows should be duty bound to be advocates of this type training program?

   1. As a practical matter, how do you think they will react in concrete situations?

K. What have you done in work-situations to use your N.I.M.H. training to alter previous conditions or methods?

L. Do you feel that the University, the department, the College of Education, or officials of the N.I.M.H. program attempted diligently to help place you in a strong position when you left the program?

M. Did you retain your own personal goals throughout the program?

N. How do you think the N.I.M.H. training program has been or will be used to benefit the mental health of school children being educated in the public schools?

III METHODS

A. What are your reactions to a prescribed curriculum as it was set up in the N.I.M.H. program?

B. Did you receive two or more times the benefits from team-teaching that you did from individual instruction?

   1. If so, which teams seemed to offer the most to you?

C. Do you feel the internee programs were structured enough to guide you during internships?

D. Were the internships and the field experiences--as integral parts of the program--valuable to you and to education?

E. Do you feel this group-method of training was beneficial to you? Was it stimulating (positively or negatively)?

F. Are you now more or less group oriented than formerly?

G. Do you feel that group norms affected work- or attainment- levels?

H. Do you feel that relative intimacy with your professors proved of value to you?

IV STRENGTHS, WEAKNESSES, RECOMMENDATIONS

A. What do you consider strengths and weaknesses of the group-process approach to administrator training?

1. Did group interaction seem to release tension so you could do a better job with less tension?

2. Did the solidarity of the group apparently keep some of the Fellows from dropping out of the program?

3. What should be added-to or taken-from the present group learning process in order to make it more effective as an administrator-training device?

4. Would you recommend the group approach to other schools about to enter the field of administrator-training?

B. Please list in some detail other strengths and weaknesses of the N.I.M.H. training program as such.

C. Do you feel that the faculty, the N.I.M.H. administration, and the College of Education leadership was motivating, forceful, and adequate?

D. Please state your thoughts on external publicity afforded the program, especially its effects on the university and on you personally.

E. If you have recommendations for future administrative-training programs, please state them here.

F. Any further remarks.

APPENDIX II

N. I. M. H. FINAL REPORT
Questions to Faculty
Please answer briefly but fully. Thanks.

1. Have your attitudes toward the social approach to educational administration changed since the inception of the N. I. M. H. program?

2. Do you feel that problems facing the educational administrator in a multi-cultural setting may be solved more satisfactorily through training administrators in line with the basic philosophy of the program?

3. Do you feel that as a result of the N. I. M. H. program the Fellows may make a greater contribution to education than they could have as a result of a standard curriculum?

4. As indicated by trainees chosen, do you feel that the selection of candidates was adequately based?

5. In what ways do you expect the N.I.M.H. program to affect the mental health of school children being educated in the public schools?

6. What now are your reactions toward a common and prescribed curriculum as set up by the N.I.M.H. program?

7. Do you feel that group norms affected work- and attainment-levels? How?

8. Would you recommend the group-approach to other schools about to enter the field of administrator training?

9. and 10. Please list other strengths and weaknesses of the program and recommendations for future administrative training programs, as well as remarks here and on the back of this page.

APPENDIX III

DISSERTATIONS OF FELLOWS

Bailey, Thomas E. "Historical Interpretation of the Reconstruction Era in United States History as Reflected in Southern State Required Secondary School Level Textbooks of State Histories."

A study of the Southern interpretation of the history of the Reconstruction as presented in public school history textbooks adopted in Southern states.

Muncy, Robert J. "Value-Orientations of Anglo and Navajo High School Sophomores."

A comparative study of the value systems of tenth grade students of Anglo-American and of Navajo origin.

Payne, Ivy V. "The Development of An Instrument for the Appraisal of the Personnel Program in A School System."

This study developed an instrument for the evaluation of personnel practices in a school system.

Shasteen, Amos E. "Value Orientations of Anglo and Spanish-American High School Sophomores."

This is a comparative study of the value systems of tenth grade students of Anglo-American and of Spanish-American origin.

Orr, Rodney G. "The Relationship of Social Character and Dogmatism among Spanish-American Young Adults in Three Selected Institutions in New Mexico."

This study measures the influence of such factors as intelligence, size of community, and level of training on social character and dogmatism of Spanish-Americans.

Sarthory, Joseph A. "The Effects of Ability Grouping in Multi-Cultural School Situations."

Using reference group theory as a theoretical framework, this study investigated the effects of ability grouping on self-concept, inter-cultural relatives, and occupational and educational aspirations in multi-cultural school situations of the Southwest.

Seaberg, John. "Analysis of the Conflict Between School Administration and N.E.A. and A.F.T. Affiliates in New Mexico."

The purpose of this study was to investigate the nature of the conflict, within the educational enterprise, between administration and teacher organizations with respect to policy formulation and decision-making in New Mexico.

APPENDIX IV

TYPICAL COURSE SCHEDULES

1. JOSEPH A. SARTHORY:

Semester I, 1964-65

Anthro. 551	Analysis of Socio-Cultural Systems	3
Soc. 551	Analysis of Directive Socio-Cultural Change	3
Ed.Adm. 552	Analysis of Administrative Style	1
Ed.Adm.564	School-Community Surveys	3
Ed.Fdn. 502	Research Seminar in Education	2

Semester II, 1964-65

Soc. 500	Seminar in Social Organization	3
Bus.Adm. 515	Administrative Theory	3
Ed. Fdn. 421	Educational Sociology	3
Ed. Fdn. 603	Advanced Statistics in Education	3

Summer School-1965

Soc. 316	Race Cultural Relations	3
Soc. 351	The Urban Community	3

Semester I, 1965-66

Econ. 562	Seminar in State-Local Finance	3
Soc. 502	Seminar in Social Processes	3
Ed.Adm. 551	Problems	3
Guid. 551	Sensitivity Training	1
Guid. 517	Group Techniques	3
Ed.Adm. 612	Field Experiences in Educational Administration	2

Semester II, 1965-66

Ed. Adm. 613	Field Experiences in Educational Administration	2
Ed. Fdn. 541	Principles of Curriculum Development	3
Ed. Fdn. 645	Advanced Seminar in Education	3
Guid. 513	Socio-Economic Information	3
Guid. 551	Sensitivity Training	1
Soc. 505	Seminar in Theory of Complex Organization	3

Summer School-1966

Ed. Adm. 529	School Plant Problems	1
Soc. 312	Juvenile Delinquency	3
Soc. 341	Industrial Relations	3

Semesters I and II, 1966-67

Ed. Adm. 699	Doctoral Dissertation	--

2. **JOHN J. SEABERG:**

Semester I, 1964-65

Course	Title	Hrs.
Anthro. 551	Analysis of Socio-Cultural Systems	3
Soc. 551	Analysis of Directive Socio-Cultural Change	3
Ed. Adm. 552	Analysis of Administrative Style	1
Ed. Adm. 564	School Community Surveys	3
Ed. Fdns. 502	Research Seminar in Education	2

Semester II, 1964-65

Soc. 500	Seminar in Social Organization	3
Bus. Adm. 515	Administrative Theory	3
Ed. Fdn. 421	Educational Sociology	3
Ed. Fdn. 603	Advanced Statistics in Education	3
Ed. Adm. 521	Public School Finance	3

Semester I, 1965-66

Econ. 562	Seminar in State-Local Finance	3
Soc. 502	Seminar in Social Processes	3
Ed. Adm. 551	Problems	3
Guid. 551	Sensitivity Training	1
Guid. 517	Group Techniques	3
Ed. Adm. 612	Field Experiences in Educational Administration	2

Semester II, 1965-66

Guid. 552	Sensitivity Training	1
Ed. Fdn. 541	Principles of Curriculum Development	3
Ed. Fdn. 645	Advanced Seminar in Education	3
Ed. Adm. 613	Field Experiences in Educational Administration	2
Guid. 513	Socio-Economic Information	3

Semesters I and II, 1966-67

Ed. Adm. 699	Doctoral Dissertation	--

SEMESTER SCHEDULES - PAST MASTERS (N.I.M.H.)

3. MARK HANSON:

Semester I, 1966-67

		Hrs.
Span. 251	Intermediate Spanish	Aud.
Soc. 461	Social Change	3
Ed. Adm. 564	School Comm. Surveys	3
Ed. Fdn. 501	Research Methods in Education	3
Ed. Fdn. 515	Comparative Philosophies of Education	3
Ed. Adm. 612	Field Experiences in Educational Administration	3
Guid. 551	Sensitivity Training	1

Semester II, 1966-67

Span. 254	Conversational Spanish	Aud.
Soc. 471	Contemporary Soc. Theory	3
Ed. Adm. 581	Seminars in Educational Administration	2
Ed. Adm. 613	Field Experiences in Educational Administration	6
Ed. Fdn. 502	Research Seminar in Education	2
Ed. Fdn. 551	Problems in Ed. Research	1
Guid. 552	Sensitivity Training	1

Summer School-1967

Hist. 384	Inter-American Relations	3
Econ. 420	Economic Problems of Underdeveloped Countries	3

Semester I, 1967-68

Hist. 584	Interdisciplinary Seminar in Latin America	3
Span. 551	Problems	3
Ed. Fdn. 650	Dissertation Seminar	2
Ed. Adm. 699	Doctoral Dissertation	6

Semester II, 1967-68

Soc. 425	Latin-American Social Systems	3
Pol.Sc. 356	Government & Politics in Latin-America	3
History 551	Problems	3
Ed. Fdns. 581	Advanced Statistics in Education	3
Ed. Adm. 699	Doctoral Dissertation	3

Summer School-1968

Ed. Adm. 699	Doctoral Dissertation	6

4. JOHN WILSEY:

Semester I, 1966-67

Soc. 461	Social Change	3
Ed. Adm. 564	School-Community Surveys	3
Ed. Fdns. 515	Comparative Philosophies of Education	3
Ed. Adm. 612	Field Experiences in Educational Administration	6
Guid. 551	Sensitivity Training	1

Semester II, 1966-67

Soc. 471	Contemporary Soc. Theory	3
Ed. Adm. 613	Field Experiences in Educational Administration	6
Ed. Adm. 551	Problems in Educational Administration	2
Ed. Fdns. 502	Research Seminar in Education	2
Ed. Fdns. 551	Problems in Educational Research	1
Guid. 552	Sensitivity Training	1

Semester I, 1967-68

Econ. 303	Micro-economics	3
Econ. 560	Theory of Public Finance	3
Ed. Adm. 699	Doctoral Dissertation	6
Econ. 407	Econometrics	Aud.

Semester II, 1967-68

Econ. 300	Micro-economic Theory	3
Econ. 565	Fiscal Policy	3
Ed. Fdns. 581	Advanced Statistics in Education	3
Econ. 505	Advanced Micro-Economic Theory	Aud.
Ed. Adm. 699	Doctoral Dissertation	3

Summer School-1968

Ed. Adm. 699	Doctoral Dissertation	6